



Comprehensive School Improvement Plan

Greathouse Shryock Traditional Jefferson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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.

Our data shows a diverse population 22.5% minority and 22.2% free-reduced. We have lower numbers of students with disabilities: 4.9% and English language learners: 1.6%. Our staff includes no K-TIP or emergency certified teachers, and only 2 out of 31 teachers with 1-3 years experience. As seasoned staff (29 teachers with 4+ years of experience) provides for consistency with initiatives, routines and procedures; however, challenges can easily arrive should staff become complacent or resistant to change.

Our TELL survey data shows 100% agreement with all indicators under community support and involvement.

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.

Our data does not indicate any barriers at this time; however, the few numbers of inexperienced teachers could possibly limit collaboration opportunities with similar staff. The root cause of this issue is the low teacher turnover rate...staff members tend to stay in the school until they retire or change job titles/categories.

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

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:

89.2% of students at Greathouse/Shryock Traditional Elementary School will become proficient writers by June 2019.

Measurable Objective 1:

85% of Fourth and Fifth grade students will demonstrate a proficiency in writing and language mechanics in English Language Arts by 12/15/2017 as measured by K-PREP.

Strategy1:

KCAS writing standards - Teachers will follow the KCAS writing standards to teach language mechanics and process writing.

Category: Continuous Improvement

Research Cited: Writing Workshop

Activity - Analysis of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student writing will be shared and analyzed during vertical and horizontal team settings.	Professional Learning	10/01/2016	12/15/2017	\$350 - Grant Funds	administrative staff, ILT

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Goal 2:

Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines and procedures to ensure student proficiency (K-PREP) and staff growth (TPGES).

Measurable Objective 1:

collaborate to ensure that students and staff reach proficiency and growth goals by 12/15/2017 as measured by PLC minutes, student growth goals, and benchmark assessment data.

Strategy1:

Use of Student Data & Curriculum - Staff will use data, including disaggregated data, from multiple sources to identify student learning needs. Curriculum and instruction will be aligned to standards and consistent among classrooms at each grade level.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An SBDM standing committee will be formed with representation from all grade levels. This committee will be responsible for data collection, documentation, and scoring of all KDE program reviews.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Program Review Committee

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will review student work samples on a regular basis. Discussion will include expectations and next steps for instruction. Descriptive feedback on student work and displaying rigorous and proficient student work will also be areas of focus.	Professional Learning	08/10/2016	12/15/2017	\$1000 - Grant Funds	PLC team members: all grades and levels

Activity - Policy Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will adopt, revise, and write policies to ensure student success and efficient school operations. Subcommittees will periodically review and update policies (including wellness) as needed to ensure that all policies are reviewed at least every three years as directed by KDE.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	SBDM Council members, SBDM Committee members

Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading and math proficiency assessments (grades 3-5) will be scored and analyzed by the administrative team. Data will be shared, discussed and analyzed during PLC time.	Policy and Process	10/03/2016	12/15/2017	\$0 - No Funding Required	administrative team, grade level/team PLCs

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Strategy2:

Professional Growth & Evaluation System - Continuous staff growth will result through implementation of the TPGES and OPGES systems.

Category: Teacher PGES

Research Cited:

Activity - Staff Evaluation Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in an annual evaluation process to improve performance. An annual process will be in place for non-tenured staff and a 3 year cycle process will be in place for tenured staff members. Informal classroom walk-throughs will also confirm evidence of effective and varied instructional practices.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	administrative team

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning opportunities will be available throughout the year to ensure that staff have the knowledge and skills to sustain improvement efforts in all content areas.	Professional Learning	08/10/2016	12/15/2017	\$11000 - Grant Funds	ILT, administrative staff

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

administrative leadership team: Karla Davis-principal, Erika Walker-assistant principal, Meigan Retic-goal clarity coach, Jaimie Hargrave-counselor

instructional leadership team: Karla Davis-principal, Michelle Cothorn-kindergarten team leader, Angela Burns-1st grade team leader, Rachel Wollard-2nd grade team leader, Sarah Herberger-3rd grade team leader, Dana Sanders-4th grade team leader, Megan Bryant-5th grade team leader, Nicole Smith-special area team leader, Meigan Retic-goal clarity coach

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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 3.43

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

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

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

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

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

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

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

Decision Making

Overall Rating: 3.14

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

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

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

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

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

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 3.33

	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 leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

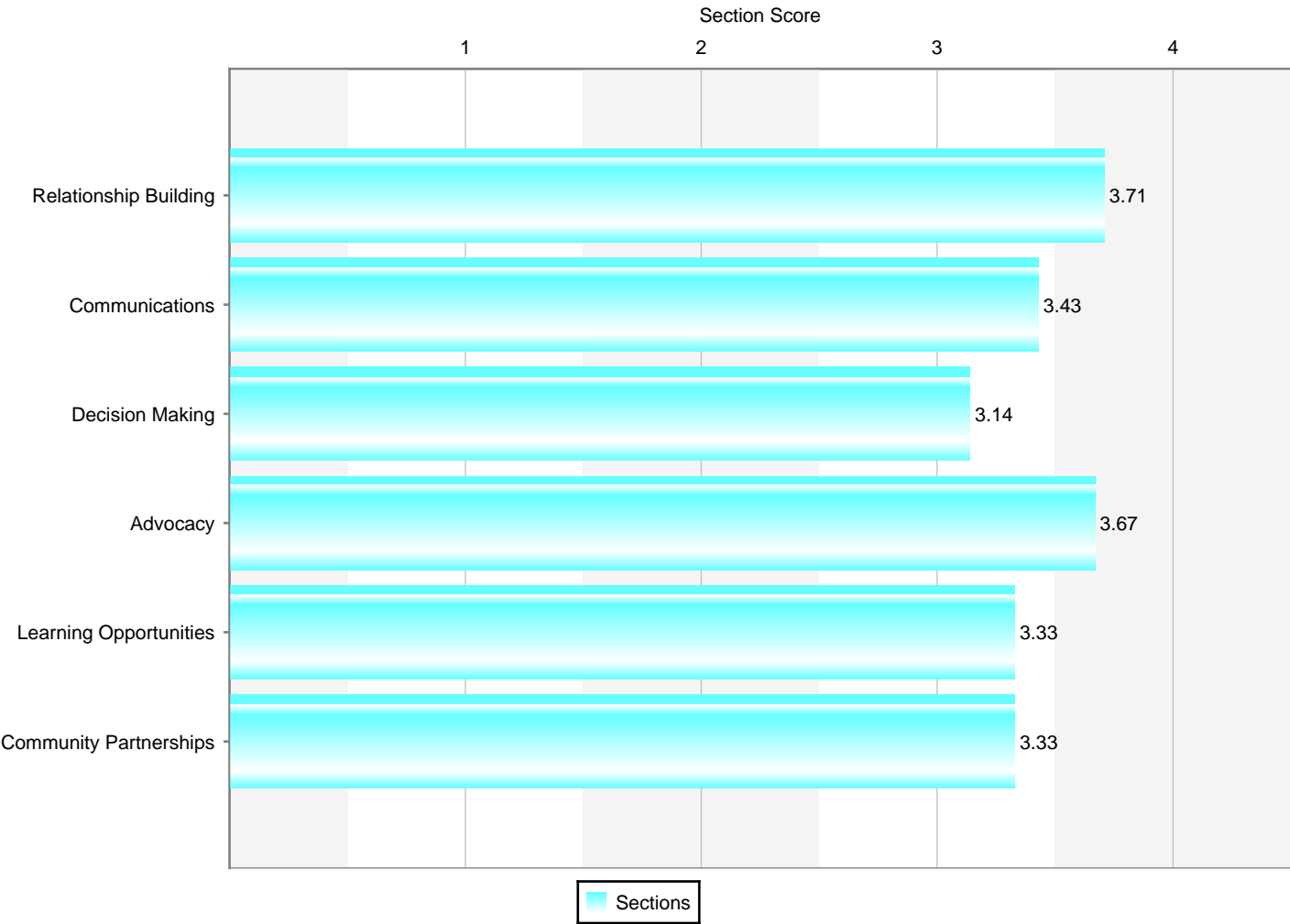
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength include well-organized systems of communication, expectations, policies, and procedures.

Areas for growth include continuing to promote participation and involvement in committee meetings and volunteer opportunities.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The Instructional Leadership team reviewed K-PREP data and identified delivery targets for all content areas. The previous improvement plan was reviewed, updated, and edited. Team leaders shared updates with teams during PLC time. Team leaders brought feedback/suggestions back to ILT to add to the school improvement plan.

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

Instructional Leadership team includes team leaders from each grade level, goal clarity coach, administrative representation, and representation from the ECE department.

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 plan is posted in our staff handbook (online). A copy is shared with our SBDM Council. Highlights are shared with parent groups.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Our data speaks for itself as we are moving in the right direction with all groups of students. Our K-PREP score of 94.5 is the highest scoring school (elementary, middle, and high) in the state of Kentucky. We are classified as a "distinguished-progressing" school: 100/100 achievement points and 92/100 gap points. All proficiency learning targets were met. 32/33 gap targets were met (missed Asian-reading). TELL data as well as JCPS Comprehensive Survey data show most areas well above the state and district averages.

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?

Areas of strength include high expectations of all students, staff and families. There are also clear and consistent rules and policies in place. Students are recognized for academic achievements: honor rolls, meeting the grade-level math challenge, and reaching individualized reading goals each grading period. Our school-wide approach approach to literacy via comprehension strategy instruction in the reading workshop format is effective in meeting individual reading levels among students in each classroom. All students have an individualized reading goal (kindergarten students beginning in January). Our grade-level intervention-enrichment block (FINE: fostering individual needs everyday) is effective in meeting individual needs, both for students below level as well as for challenging students working above grade level. A before school intervention lab is available for students needing additional time to meet grade-level expectations. While there is much to celebrate, we prefer to focus our efforts on sustaining our success.

Opportunities for Improvement

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

Rather than rest on our laurels, we actively work to sustain our success and ensure that all students meet and/or exceed grade level expectations. This work guides our instruction through our PLC (professional learning community) work. Data is closely monitored by grade-level and administrative teams to ensure that students are appropriately placed in the correct intervention or enrichment. We continue to work to improve the efficiency of this system.

Conclusion

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

We work to refine our procedures and systems through the use of multiple data points. Student data folders include proficiency assessment, STAR, and K-PREP data. PLC work is driven by linking data to students to results. Designing formative assessments and providing descriptive feedback to students are key initiatives. Clearly communicated lesson learning targets continue to drive instruction as well as these targets are communicated to students and to parents via a weekly newsletter/website post.

2017 School Improvement Plan

Overview

Plan Name

2017 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	92% of students at Greathouse/Shryock Traditional Elementary School will become proficient readers by June 2019	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$13500
2	88% of students at Greathouse/Shryock Traditional Elementary School will become proficient in math by June 2019	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$6300
3	By 2019, 86% of gap students (African American, Economically Disadvantaged, Hispanic/Latino, ECE-Disability, English Learners) will demonstrate proficiency in Common Core Standards in ELA; and, 80% will demonstrate proficiency in Mathematics.	Objectives: 2 Strategies: 1 Activities: 3	Academic	\$11100
4	89.2% of students at Greathouse/Shryock Traditional Elementary School will become proficient writers by June 2019.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$550
5	96.6% of students at Greathouse/Shryock Traditional Elementary School will become proficient in social studies/science by June 2019	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$74200
6	Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines and procedures to ensure student proficiency (K-PREP) and staff growth (TPGES).	Objectives: 2 Strategies: 4 Activities: 15	Organizational	\$35000

Goal 1: 92% of students at Greathouse/Shryock Traditional Elementary School will become proficient readers by June 2019

Measurable Objective 1:

89% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts in Reading by 12/15/2017 as measured by K-PREP.

Strategy 1:

Thinking Strategy Instruction - Teachers will implement reading workshop to deliver instruction through mini lessons that teach reading skills through the 7 comprehension/thinking strategies.

Category: Integrated Methods for Learning

Research Cited: Ellin Keene & Susan Zimmerman (comprehension strategy instruction)

Mosaic of Thought; Lucy Caulkins (reading workshop)

Activity - Reading Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach and model the 7 comprehension strategies: schema-background knowledge, questioning, visualizing, inferring, synthesizing, determining importance, monitoring for meaning. Students read at their independent reading level after a whole group mini-lesson.	Policy and Process	08/10/2016	12/15/2017	\$5000	Text Books	all teachers

Activity - Family Fitness-Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will participate in fitness and literacy activities, including visiting the school book fair and creating healthy snacks.	Parent Involvement	11/14/2017	11/14/2017	\$500	Booster Fund	media specialist, practical living teacher, PTA volunteers, committee members

Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 will complete STAR reading assessments three times each year. Teachers will use this data to plan instruction...whole group, intervention groups, and enrichment groups. STAR reading reports will communicate student placement (grade level equivalent) and progress in reading to parents.	Academic Support Program	08/10/2016	12/15/2017	\$2500	Other	teachers, administrative team, bookkeeper

Activity - Independent Reading Goals (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Students in grades 1-5 (kindergarten beginning in January) will be given an individualized reading goal each grading period. Reading goals will be determined based on each student's reading level and the expected number of minutes of required independent reading for the grade level. The Accelerated Reader program will track and report progress (comprehension accuracy, points, etc.) to parents. Students who meet their goal will be recognized each grading period: newsletters/websites, bulletin board, and a PTA incentive.	Academic Support Program	08/10/2016	12/15/2017	\$4000	Booster Fund	library media specialist, teachers, PTA volunteers
Activity - Phonics Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-2nd will complete the "Phonics Dance" curriculum as part of daily ELA instruction to ensure mastery of phonics and reading proficiency.	Direct Instruction	08/10/2016	12/15/2017	\$1500	Grant Funds	bookkeeper, administrative staff, K-2nd grade teachers

Goal 2: 88% of students at Greathouse/Shryock Traditional Elementary School will become proficient in math by June 2019

Measurable Objective 1:

84% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in math in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy 1:

Math Instruction - Teachers will use best practices to teach the KCAS mathematics standards. Instruction will be delivered in a variety of ways to meet the needs of various learning styles.

Category: Continuous Improvement

Research Cited: National Council of Teachers of Mathematics; Hanover Research, 2014

Activity - Math Challenge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use various resources to master their grade-level goal for mastering basic math facts. Names of students meeting the "math challenge" will be announced on the weekly newscast and displayed on the hallway "math challenge" display.	Direct Instruction	08/10/2016	12/15/2017	\$200	General Fund	classroom math teachers, principal, secretary
Activity - Daily Spiral Math Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Kindergarten and 1st grade classrooms will provide a daily spiral review of key math concepts through calendar math instruction. Students in grades 2-5 will complete an entering activity/spiral review to practice and reinforce math concepts.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	classroom math teachers
Activity - Online programs/resouces	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various online math programs to support math instruction. Programs, including IXL, will be utilized for practice (homework), review, and enrichment of math concepts.	Academic Support Program	08/10/2016	12/15/2017	\$3100	Other	math teachers, bookkeeper, goal clarity coach
Activity - STAR Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 will complete STAR math assessments three times each year. Teachers will use this data to plan instruction...whole group, intervention groups, and enrichment groups. STAR math reports will communicate student placement (grade level equivalent) and progress in math to parents.	Academic Support Program	08/10/2016	12/15/2017	\$2500	Other	teachers, administrative team, bookkeeper
Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families will participate in math activities, and math information will be provided to parents. Light snacks will be provided.	Parent Involvement	01/26/2017	01/26/2017	\$500	Booster Fund	teachers, administrative team, PTA

Goal 3: By 2019, 86% of gap students (African American, Economically Disadvantaged, Hispanic/Latino, ECE-Disability, English Learners) will demonstrate proficiency in Common Core Standards in ELA; and, 80% will demonstrate proficiency in Mathematics.

Measurable Objective 1:

81% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in English Language Arts in Reading by 12/15/2017 as measured by K-PREP.

(shared) Strategy 1:

Small Group Instruction - Grade level teams will utilize data to create small instructional groups to meet individual needs.

Category: Continuous Improvement

Research Cited: small group instruction

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Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 30 minute block of time will be utilized to provide reading and math interventions to students not meeting grade-level standards. Students meeting or exceeding standards will be provided with enrichment opportunities.	Academic Support Program	09/01/2016	12/15/2017	\$0	No Funding Required	classroom teachers, goal clarity coach, instructional assistants

Activity - Morning Intervention Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small group and individual assistance will be provided to students not meeting grade-level standards in reading and/or math.	Academic Support Program	09/01/2016	12/15/2017	\$5600	Grant Funds	goal clarity coach, ESS teachers, school secretary

Activity - Online programs/resouces	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online programs, including but not limited to IXL (K-5th Math); Study Island (4th-5th all subjects); I-Ready (reading + math intervention groups), Learning.com (5th-technology), Enchanted Learning (K-5th) will be used to support student learning.	Academic Support Program	08/10/2016	12/15/2017	\$5500	Other	goal clarity coach, ILT, STC

Measurable Objective 2:

73% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/15/2017 as measured by K-PREP.

(shared) Strategy 1:

Small Group Instruction - Grade level teams will utilize data to create small instructional groups to meet individual needs.

Category: Continuous Improvement

Research Cited: small group instruction

Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 30 minute block of time will be utilized to provide reading and math interventions to students not meeting grade-level standards. Students meeting or exceeding standards will be provided with enrichment opportunities.	Academic Support Program	09/01/2016	12/15/2017	\$0	No Funding Required	classroom teachers, goal clarity coach, instructional assistants

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

Greathouse Shryock Traditional

Small group and individual assistance will be provided to students not meeting grade-level standards in reading and/or math.	Academic Support Program	09/01/2016	12/15/2017	\$5600	Grant Funds	goal clarity coach, ESS teachers, school secretary
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Activity - Online programs/resouces	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Online programs, including but not limited to IXL (K-5th Math); Study Island (4th-5th all subjects); I-Ready (reading + math intervention groups), Learning.com (5th-technology), Enchanted Learning (K-5th) will be used to support student learning.	Academic Support Program	08/10/2016	12/15/2017	\$5500	Other	goal clarity coach, ILT, STC

Goal 4: 89.2% of students at Greathouse/Shryock Traditional Elementary School will become proficient writers by June 2019.

Measurable Objective 1:

85% of Fourth and Fifth grade students will demonstrate a proficiency in writing and lanuage mechanics in English Language Arts by 12/15/2017 as measured by K-PREP.

Strategy 1:

KCAS writing standards - Teachers will follow the KCAS writing standards to teach language mechanics and process writing.

Category: Continuous Improvement

Research Cited: Writing Workshop

Activity - Writing Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing instruction will be taught via the writing workshop model: mini lesson, independent writing, sharing of writing. Students will utilize a writing notebook to organize their learning in writing.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	all staff

Activity - Writer's Toolbox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the "writer's toolbox" to create a common language in writing instruction. Templates will be displayed to ensure consistency in writing mini-lessons.	Academic Support Program	08/10/2016	12/15/2017	\$200	General Fund	classroom teachers, administrative staff

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Greathouse Shryock Traditional

Students will demonstrate their learning by writing (interactive note-taking) across content areas. All students will practice writing on-demand during designated scrimmage windows as noted on the school-wide assessment calendar.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	all staff
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Activity - Analysis of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing will be shared and analyzed during vertical and horizontal team settings.	Professional Learning	10/01/2016	12/15/2017	\$350	Grant Funds	administrative staff, ILT

Activity - Phonics Dance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2nd grade students will apply knowledge and skills learned from the "Phonics Dance" curriculum into their daily writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	K-2nd grade teachers

Goal 5: 96.6% of students at Greathouse/Shryock Traditional Elementary School will become proficient in social studies/science by June 2019

Measurable Objective 1:

95% of Fifth grade students will demonstrate a proficiency in Common Core Standards in Social Studies by 12/15/2017 as measured by K-PREP.

Strategy 1:

Social Studies Instruction - Students will be immersed in social studies standards using a variety of materials and resources to support teaching and learning.

Category: Continuous Improvement

Research Cited: n/a

Activity - Social Studies Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be immersed in social studies content through textbooks, literature, projects, homework, technology, and field trip opportunities.	Direct Instruction	08/10/2016	12/15/2017	\$11500	Text Books, Other	classroom teachers, special area teachers

Activity - Colonial Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A "colonial day" will be held in November for all 5th grade students. This simulated experience will reinforce social studies core content introduced during instruction.	Other - in-school simulated experience	11/22/2016	11/22/2016	\$300	Booster Fund	5th grade teachers

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Measurable Objective 2:

96% of Fourth grade students will demonstrate a proficiency in Common Core Standards in Science by 12/15/2017 as measured by CASCADE: JCPS District Science Proficiency Assessments.

Strategy 1:

Science Instruction - Students will be immersed in Next Generation science standards using a variety of materials and resources to support teaching and learning.

Category: Continuous Improvement

Research Cited: Impact of Inquiry Science Instruction: Daphne Minner, 2008-2011

Activity - Science Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be immersed in hands-on science learning through module-based activities, lessons, and experiments.	Academic Support Program	08/10/2016	12/15/2017	\$500	General Fund	science teachers, science lab teacher, goal clarity coach, special area teachers

Activity - Science Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend a weekly 50 minute science lab (special area class) to support classroom instruction of Next Generation science standards.	Direct Instruction	08/10/2016	12/15/2017	\$61900	General Fund	science lab teacher, classroom science teachers

Goal 6: Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines and procedures to ensure student proficiency (K-PREP) and staff growth (TPGES).

Measurable Objective 1:

collaborate to ensure that students and staff reach proficiency and growth goals by 12/15/2017 as measured by PLC minutes, student growth goals, and benchmark assessment data.

Strategy 1:

Use of Student Data & Curriculum - Staff will use data, including disaggregated data, from multiple sources to identify student learning needs. Curriculum and instruction will be aligned to standards and consistent among classrooms at each grade level.

Category: Professional Learning & Support

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

Greathouse Shryock Traditional

Student progress will be tracked in individual classroom data folders (grades 3-5). A school-wide data board will display progress in reading and math. Data review will be a part of each teams PLC process. Data will be used to plan intervention-enrichment instruction. Data will be used to identify possible areas for professional development.	Policy and Process	08/10/2016	12/15/2017	\$500	General Fund	ILT, administrative team
Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will review student work samples on a regular basis. Discussion will include expectations and next steps for instruction. Descriptive feedback on student work and displaying rigorous and proficient student work will also be areas of focus.	Professional Learning	08/10/2016	12/15/2017	\$1000	Grant Funds	PLC team members: all grades and levels
Activity - District Proficiency Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading and math proficiency assessments (grades 3-5) will be scored and analyzed by the administrative team. Data will be shared, discussed and analyzed during PLC time.	Policy and Process	10/03/2016	12/15/2017	\$0	No Funding Required	administrative team, grade level/team PLCs
Activity - Lesson Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level/team PLCs will work together to develop and identify learning targets for each lesson. The learning target will be visually displayed for students during the lesson so that it is included in both the lesson opening and closing. Learning targets will be communicated to parents via weekly newsletters/website posts.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	classroom and special area teachers
Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An SBDM standing committee will be formed with representation from all grade levels. This committee will be responsible for data collection, documentation, and scoring of all KDE program reviews.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	Program Review Committee
Activity - Policy Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM Council will adopt, revise, and write policies to ensure student success and efficient school operations. Subcommittees will periodically review and update policies (including wellness) as needed to ensure that all policies are reviewed at least every three years as directed by KDE.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	SBDM Council members, SBDM Committee members
Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will be recognized for their academic success (honor rolls) and success in behavior + work/study habits ("Be Your Best"). Honor roll names will be posted: boards, newsletters/websites. PTA will recognize students earning "Be Your Best" each grading period.	Policy and Process	10/03/2016	12/15/2017	\$500	Booster Fund	Classroom teachers, office staff, PTA
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Activity - Classroom Community Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A daily classroom meeting will be held to establish routines and procedures as well as to promote a safe and caring learning environment.	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	K-5th grade classroom teachers

Strategy 2:

Professional Growth & Evaluation System - Continuous staff growth will result through implementation of the TPGES and OPGES systems.

Category: Teacher PGES

Activity - Staff Evaluation Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in an annual evaluation process to improve performance. An annual process will be in place for non-tenured staff and a 3 year cycle process will be in place for tenured staff members. Informal classroom walk-throughs will also confirm evidence of effective and varied instructional practices.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	administrative team

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional learning opportunities will be available throughout the year to ensure that staff have the knowledge and skills to sustain improvement efforts in all content areas.	Professional Learning	08/10/2016	12/15/2017	\$11000	Grant Funds	ILT, administrative staff

Strategy 3:

Stakeholder Engagement - Parents will support the traditional program by playing an active role in their child's education. Survey data will be used to assess situations as well as to plan for improvement.

Category: Stakeholder Engagement

Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will receive frequent communication about learning expectations and student progress. Communication may include: weekly newsletters, weekly website updates, phone calls, conferences, use of student agendas, and use of Infinite Campus for grade reporting. Progress in behavior and work/study habits will be communicated weekly via student folders.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	all staff

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Activity - School Attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be recognized each grading period for perfect attendance (no absences, no tardies). Parents of students who are habitually absent, tardy, or picked up late will be notified about school expectations for attendance. Attendance data will be communicated with the ILT and SBDM committees.	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	attendance clerk, principal

Activity - Kindergarten Readiness Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students will be assessed for kindergarten readiness: entry level assessment and Brigance	Parent Involvement	05/17/2016	12/15/2017	\$1000	General Fund	kindergarten teachers, 1st grade teachers, office staff

Activity - School Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents, students and staff will have opportunities to give feedback and input: comprehensive school surveys, accreditation surveys, TELL survey, committee surveys, etc.	Parent Involvement	08/10/2016	12/15/2017	\$0	No Funding Required	administrative staff, office staff

Measurable Objective 2:

collaborate to provide students and staff with materials and resources to support teaching and learning by 03/01/2016 as measured by grant and general fund budget allocations.

Strategy 1:

Materials and Resources - The PLC process will identify resources and materials needed for instruction and student learning.

Category: Management Systems

Activity - Textbooks + Instructional Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After a review process to determine alignment to standards and school needs, the bookkeeper will purchase textbooks, programs, and materials recommended by the Instructional Leadership Team	Policy and Process	08/10/2016	12/15/2017	\$21000	Text Books	PLC teams, ILT, bookkeeper

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Surveys	Parents, students and staff will have opportunities to give feedback and input: comprehensive school surveys, accreditation surveys, TELL survey, committee surveys, etc.	Parent Involvement	08/10/2016	12/15/2017	\$0	administrative staff, office staff
Program Review Process	An SBDM standing committee will be formed with representation from all grade levels. This committee will be responsible for data collection, documentation, and scoring of all KDE program reviews.	Policy and Process	08/10/2016	12/15/2017	\$0	Program Review Committee
Writing Workshop	Writing instruction will be taught via the writing workshop model: mini lesson, independent writing, sharing of writing. Students will utilize a writing notebook to organize their learning in writing.	Policy and Process	08/10/2016	12/15/2017	\$0	all staff
District Proficiency Assessments	Reading and math proficiency assessments (grades 3-5) will be scored and analyzed by the administrative team. Data will be shared, discussed and analyzed during PLC time.	Policy and Process	10/03/2016	12/15/2017	\$0	administrative team, grade level/team PLCs
Daily Spiral Math Review	Kindergarten and 1st grade classrooms will provide a daily spiral review of key math concepts through calendar math instruction. Students in grades 2-5 will complete an entering activity/spiral review to practice and reinforce math concepts.	Direct Instruction	08/10/2016	12/15/2017	\$0	classroom math teachers
Staff Evaluation Process	All staff will participate in an annual evaluation process to improve performance. An annual process will be in place for non-tenured staff and a 3 year cycle process will be in place for tenured staff members. Informal classroom walk-throughs will also confirm evidence of effective and varied instructional practices.	Policy and Process	08/10/2016	12/15/2017	\$0	administrative team
School Attendance	Students will be recognized each grading period for perfect attendance (no absences, no tardies). Parents of students who are habitually absent, tardy, or picked up late will be notified about school expectations for attendance. Attendance data will be communicated with the ILT and SBDM committees.	Policy and Process	08/10/2016	12/15/2017	\$0	attendance clerk, principal

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Parent Communication	Parents will receive frequent communication about learning expectations and student progress. Communication may include: weekly newsletters, weekly website updates, phone calls, conferences, use of student agendas, and use of Infinite Campus for grade reporting. Progress in behavior and work/study habits will be communicated weekly via student folders.	Policy and Process	08/10/2016	12/15/2017	\$0	all staff
Writing to Learn	Students will demonstrate their learning by writing (interactive note-taking) across content areas. All students will practice writing on-demand during designated scrimmage windows as noted on the school-wide assessment calendar.	Academic Support Program	08/10/2016	12/15/2017	\$0	all staff
Intervention-Enrichment Block	A 30 minute block of time will be utilized to provide reading and math interventions to students not meeting grade-level standards. Students meeting or exceeding standards will be provided with enrichment opportunities.	Academic Support Program	09/01/2016	12/15/2017	\$0	classroom teachers, goal clarity coach, instructional assistants
Phonics Dance	K-2nd grade students will apply knowledge and skills learned from the "Phonics Dance" curriculum into their daily writing.	Direct Instruction	08/10/2016	12/15/2017	\$0	K-2nd grade teachers
Classroom Community Meetings	A daily classroom meeting will be held to establish routines and procedures as well as to promote a safe and caring learning environment.	Direct Instruction	08/10/2016	12/15/2017	\$0	K-5th grade classroom teachers
Lesson Learning Targets	Grade level/team PLCs will work together to develop and identify learning targets for each lesson. The learning target will be visually displayed for students during the lesson so that it is included in both the lesson opening and closing. Learning targets will be communicated to parents via weekly newsletters/website posts.	Policy and Process	08/10/2016	12/15/2017	\$0	classroom and special area teachers
Policy Review Process	The SBDM Council will adopt, revise, and write policies to ensure student success and efficient school operations. Subcommittees will periodically review and update policies (including wellness) as needed to ensure that all policies are reviewed at least every three years as directed by KDE.	Policy and Process	08/10/2016	12/15/2017	\$0	SBDM Council members, SBDM Committee members
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Textbooks + Instructional Materials	After a review process to determine alignment to standards and school needs, the bookkeeper will purchase textbooks, programs, and materials recommended by the Instructional Leadership Team	Policy and Process	08/10/2016	12/15/2017	\$21000	PLC teams, ILT, bookkeeper

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Social Studies Instruction	Students will be immersed in social studies content through textbooks, literature, projects, homework, technology, and field trip opportunities.	Direct Instruction	08/10/2016	12/15/2017	\$10000	classroom teachers, special area teachers
Reading Workshop	Teach and model the 7 comprehension strategies: schema-background knowledge, questioning, visualizing, inferring, synthesizing, determining importance, monitoring for meaning. Students read at their independent reading level after a whole group mini-lesson.	Policy and Process	08/10/2016	12/15/2017	\$5000	all teachers
Total					\$36000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Morning Intervention Lab	Small group and individual assistance will be provided to students not meeting grade-level standards in reading and/or math.	Academic Support Program	09/01/2016	12/15/2017	\$5600	goal clarity coach, ESS teachers, school secretary
Phonics Dance	Students in grades K-2nd will complete the "Phonics Dance" curriculum as part of daily ELA instruction to ensure mastery of phonics and reading proficiency.	Direct Instruction	08/10/2016	12/15/2017	\$1500	bookkeeper, administrative staff, K-2nd grade teachers
Professional Development	Professional learning opportunities will be available throughout the year to ensure that staff have the knowledge and skills to sustain improvement efforts in all content areas.	Professional Learning	08/10/2016	12/15/2017	\$11000	ILT, administrative staff
Analysis of Writing	Student writing will be shared and analyzed during vertical and horizontal team settings.	Professional Learning	10/01/2016	12/15/2017	\$350	administrative staff, ILT
Analysis of Student Work	PLCs will review student work samples on a regular basis. Discussion will include expectations and next steps for instruction. Descriptive feedback on student work and displaying rigorous and proficient student work will also be areas of focus.	Professional Learning	08/10/2016	12/15/2017	\$1000	PLC team members: all grades and levels
Total					\$19450	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Student Data Folders	Student progress will be tracked in individual classroom data folders (grades 3-5). A school-wide data board will display progress in reading and math. Data review will be a part of each teams PLC process. Data will be used to plan intervention-enrichment instruction. Data will be used to identify possible areas for professional development.	Policy and Process	08/10/2016	12/15/2017	\$500	ILT, administrative team
Science Instruction	Students will be immersed in hands-on science learning through module-based activities, lessons, and experiments.	Academic Support Program	08/10/2016	12/15/2017	\$500	science teachers, science lab teacher, goal clarity coach, special area teachers
Kindergarten Readiness Assessments	Incoming kindergarten students will be assessed for kindergarten readiness: entry level assessment and Brigance	Parent Involvement	05/17/2016	12/15/2017	\$1000	kindergarten teachers, 1st grade teachers, office staff
Science Lab	Students will attend a weekly 50 minute science lab (special area class) to support classroom instruction of Next Generation science standards.	Direct Instruction	08/10/2016	12/15/2017	\$61900	science lab teacher, classroom science teachers
Writer's Toolbox	Teachers will utilize the "writer's toolbox" to create a common language in writing instruction. Templates will be displayed to ensure consistency in writing mini-lessons.	Academic Support Program	08/10/2016	12/15/2017	\$200	classroom teachers, administrative staff
Math Challenge	Students will use various resources to master their grade-level goal for mastering basic math facts. Names of students meeting the "math challenge" will be announced on the weekly newscast and displayed on the hallway "math challenge" display.	Direct Instruction	08/10/2016	12/15/2017	\$200	classroom math teachers, principal, secretary
Total					\$64300	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Studies Instruction	Students will be immersed in social studies content through textbooks, literature, projects, homework, technology, and field trip opportunities.	Direct Instruction	08/10/2016	12/15/2017	\$1500	classroom teachers, special area teachers
Online programs/resources	Online programs, including but not limited to IXL (K-5th Math); Study Island (4th-5th all subjects); I-Ready (reading + math intervention groups), Learning.com (5th-technology), Enchanted Learning (K-5th) will be used to support student learning.	Academic Support Program	08/10/2016	12/15/2017	\$5500	goal clarity coach, ILT, STC

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Greathouse Shryock Traditional

STAR Reading	Students in grades 1-5 will complete STAR reading assessments three times each year. Teachers will use this data to plan instruction...whole group, intervention groups, and enrichment groups. STAR reading reports will communicate student placement (grade level equivalent) and progress in reading to parents.	Academic Support Program	08/10/2016	12/15/2017	\$2500	teachers, administrative team, bookkeeper
STAR Math	Students in grades 1-5 will complete STAR math assessments three times each year. Teachers will use this data to plan instruction...whole group, intervention groups, and enrichment groups. STAR math reports will communicate student placement (grade level equivalent) and progress in math to parents.	Academic Support Program	08/10/2016	12/15/2017	\$2500	teachers, administrative team, bookkeeper
Online programs/resouces	Teachers will utilize various online math programs to support math instruction. Programs, including IXL, will be utilized for practice (homework), review, and enrichment of math concepts.	Academic Support Program	08/10/2016	12/15/2017	\$3100	math teachers, bookkeeper, goal clarity coach
Total					\$15100	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	Families will participate in math activities, and math information will be provided to parents. Light snacks will be provided.	Parent Involvement	01/26/2017	01/26/2017	\$500	teachers, administrative team, PTA
Colonial Days	A "colonial day" will be held in November for all 5th grade students. This simulated experience will reinforce social studies core content introduced during instruction.	Other - in-school simulated experience	11/22/2016	11/22/2016	\$300	5th grade teachers
Family Fitness-Literacy Night	Families will participate in fitness and literacy activities, including visiting the school book fair and creating healthy snacks.	Parent Involvement	11/14/2017	11/14/2017	\$500	media specialist, practical living teacher, PTA volunteers, committee members
Independent Reading Goals (AR)	Students in grades 1-5 (kindergarten beginning in January) will be given an individualized reading goal each grading period. Reading goals will be determined based on each student's reading level and the expected number of minutes of required independent reading for the grade level. The Accelerated Reader program will track and report progress (comprehension accuracy, points, etc.) to parents. Students who meet their goal will be recognized each grading period: newsletters/websites, bulletin board, and a PTA incentive.	Academic Support Program	08/10/2016	12/15/2017	\$4000	library media specialist, teachers, PTA volunteers

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Student Recognition	Students will be recognized for their academic success (honor rolls) and success in behavior + work/study habits ("Be Your Best"). Honor roll names will be posted: boards, newsletters/websites. PTA will recognize students earning "Be Your Best" each grading period.	Policy and Process	10/03/2016	12/15/2017	\$500	Classroom teachers, office staff, PTA
Total					\$5800	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

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

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

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

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

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

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

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

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.	N/A		

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

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

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

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.	N/A		

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

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

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

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

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

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	www.greathouseshryock.com	

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		

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

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

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

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines and procedures to ensure student proficiency (K-PREP) and staff growth (TPGES).

Measurable Objective 1:

collaborate to ensure that students and staff reach proficiency and growth goals by 12/15/2017 as measured by PLC minutes, student growth goals, and benchmark assessment data.

Strategy1:

Use of Student Data & Curriculum - Staff will use data, including disaggregated data, from multiple sources to identify student learning needs. Curriculum and instruction will be aligned to standards and consistent among classrooms at each grade level.

Category: Professional Learning & Support

Research Cited:

Activity - Policy Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will adopt, revise, and write policies to ensure student success and efficient school operations. Subcommittees will periodically review and update policies (including wellness) as needed to ensure that all policies are reviewed at least every three years as directed by KDE.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	SBDM Council members, SBDM Committee members

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An SBDM standing committee will be formed with representation from all grade levels. This committee will be responsible for data collection, documentation, and scoring of all KDE program reviews.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Program Review Committee

Strategy2:

Stakeholder Engagement - Parents will support the traditional program by playing an active role in their child's education. Survey data will be used to assess situations as well as to plan for improvement.

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Activity - School Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents, students and staff will have opportunities to give feedback and input: comprehensive school surveys, accreditation surveys, TELL survey, committee surveys, etc.	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	administrative staff, office staff

Strategy3:

Professional Growth & Evaluation System - Continuous staff growth will result through implementation of the TPGES and OPGES systems.

Category: Teacher PGES

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional learning opportunities will be available throughout the year to ensure that staff have the knowledge and skills to sustain improvement efforts in all content areas.	Professional Learning	08/10/2016	12/15/2017	\$11000 - Grant Funds	ILT, administrative staff

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

Goal 1:

91% of students at Greathouse/Shryock Elementary School will become proficient readers by June 2017

Measurable Objective 1:

87% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 05/28/2015 as measured by K-PREP.

Strategy1:

Use research-based practices to teach the KCAS reading standards - Teachers will deliver instruction in a variety of learning styles to help students become proficient readers.

Category: Continuous Improvement

Research Cited: Ellin Keene & Susan Zimmerman (comprehension strategy instruction) Mosaic of Thought; Lucy Caulkins (reading workshop)

Activity - Thinking Strategy Instruction via Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach and model the 7 comprehension strategies (Schema-Background Knowledge, Questioning, Visualizing, Inferring, Synthesizing, Determining Importance, Monitoring for Meaning) via the Reading Workshop instructional model. Students independently practice strategies using various texts that are in their zone of proximal development.	Policy and Process	08/18/2014	12/18/2015	\$4800 - Text Books	K-5th grade teachers/staff

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete computer reading assessments to track their progress in reading. Teachers use STAR results to plan instruction and intervention-enrichment groups. STAR reading reports communicate student progress to parents. The Star Early Literacy Assessment may be used for early or non-readers.	Technology	08/18/2014	12/18/2015	\$2500 - Other	classroom teachers, bookkeeper, assistant principal, goal clarity coach

Activity - Fit-Lit Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Coordinated literacy activities that incorporate physical activity -PTA dinner -Bookfair	Parent Involvement	11/11/2014	11/11/2014	\$500 - Booster Fund	media specialist, classroom teachers, PTA

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to follow KCAS aligned standards in reading. Activities may include discussion/planning of instructional strategies, assessments, etc.	Policy and Process	08/18/2014	12/18/2015	\$0 - No Funding Required	grade-level teams, team leaders, assistant principal, goal clarity coach

Measurable Objective 2:

76% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in English Language Arts by 05/28/2015 as measured by K-PREP.

Strategy1:

Engage students in opportunities to practice and refine their reading skills - Teachers will provide time for IDR (Independent Daily Reading) and focus on reading skills.

Category: Continuous Improvement

Research Cited: Ellin Keene & Susan Zimmerman (comprehension strategy instruction) Mosaic of Thought; Lucy Caulkins (reading workshop)

Activity - Morning Intervention Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open lab opportunities for individual and small group assistance. Community partnership with PTA to provide volunteers to help w/tutoring and small group instruction.	Academic Support Program	09/08/2014	12/18/2015	\$0 - No Funding Required	goal clarity coach school clerk RTI leader

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each team will utilize a designated 30 minute daily intervention-enrichment block that may be used for reading. Students will be assigned to small groups based on student data. Classified staff, community partnerships, and PTA will provide additional volunteers to assist during this time so that students receive additional attention and assistance.	Academic Support Program	09/08/2014	12/18/2015	\$55800 - State Funds	grade-level teams goal clarity coach classified staff (3 instructional assistants, 1st-5th grades)

Activity - IDR (Independent Daily Reading)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently in their zone of proximal development before and during the school day. Teachers will support students in setting individual reading goals. The Accelerated Reader program will track and report progress to parents. Students will be recognized for their progress each grading period through recognition in classroom newsletters/website, school newsletter, etc. The PTA will provide an incentive to each student who meets his/her individual goal each grading period.	Policy and Process	08/18/2014	12/18/2015	\$3000 - Booster Fund	library media specialist classroom teachers PTA

Goal 2:

85% of students at Greathouse/Shryock Elementary School will become proficient in math by June 2017.

Measurable Objective 1:

66% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/28/2015 as measured by K-PREP.

Strategy1:

Student Engagement - Teachers will provide time for math practice and refinement of concepts/skills as well as for real world math applications and problem solving.

Category: Continuous Improvement

Research Cited:

Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each team will utilize a designated 30 minute daily intervention-enrichment block that may be used for math instruction. Students will be assigned to small groups based on student data. Classified staff, community partnerships, and PTA will provide additional volunteers to assist during this time so that students receive additional attention and assistance.	Academic Support Program	09/08/2014	12/18/2015	\$55800 - General Fund	classroom teachers, team leaders, goal clarity coach, classified staff (3 instructional assistants)

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Activity - Morning Intervention Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open lab opportunities for individual and small group assistance. Community partnership with PTA to provide volunteers to help w/tutoring and small group instruction.	Academic Support Program	09/08/2014	12/18/2015	\$1250 - General Fund	goal clarity coach, school clerk, RTI leader

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information and activities to promote student achievement in math	Parent Involvement	02/02/2015	02/27/2015	\$500 - General Fund	Goal Clarity Coach, ILT

Measurable Objective 2:

79% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/28/2015 as measured by K-PREP.

Strategy1:

Use research-based practices to teach the KCAS mathematics standards - Teachers will deliver instruction in a variety of learning styles to help students understand math concepts to become proficient in math.

Category:

Research Cited:

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various online support programs will be used to assist students in meeting math standards: IXL, Study Island, etc. Teachers will communicate to students and parents lessons to complete for each concept/topic. Math online resources will be utilized for K-5 homework opportunities where appropriate.	Academic Support Program	08/18/2014	12/18/2015	\$1500 - General Fund \$1500 - Other	administrative team, bookkeeper, classroom teachers

Activity - STAR Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete computer math assessments to track their progress in math. Teachers use STAR results to plan instruction and intervention-enrichment groups. STAR math reports communicate student progress in math to parents.	Technology	08/18/2014	12/18/2015	\$2500 - Other	classroom teachers, assistant principal, goal clarity coach, bookkeeper

Activity - Calendar Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-1 classrooms will participate in daily calendar math activities to reinforce basic math skills and concepts	Direct Instruction	08/18/2014	12/18/2015	\$0 - No Funding Required	K-1 teachers

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Activity - Math Challenge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to meet the grade-level goals for mastering basic math facts. Teachers will support students in setting short term goals to meet their grade-level math challenge. Students meeting their math challenge will be recognized in classroom newsletters/websites as well as during the end-of-year awards program.	Other	08/18/2014	12/18/2015	\$200 - General Fund	classroom teachers, principal, secretary

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to follow KCAS aligned standards in math. Activities may include discussion/planning of instructional strategies, assessments, etc.	Policy and Process	08/18/2014	12/18/2015	\$0 - No Funding Required	classroom teachers, team leader, goal clarity coach, assistant principal

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

Goal 1:

Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines, & procedures to ensure student proficiency and staff participation in the TPGES (teacher professional growth & evaluation system).

Measurable Objective 1:

collaborate to monitor non-academic data by 06/05/2017 as measured by attendance and survey data.

Strategy1:

Entry Level Assessment - Incoming kindergarten students will be assessed on kindergarten skill readiness in early June (entry level assessment) and in August (Brigance)

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will be assessed on readiness skills (early June). The assessing teacher will conference with the parent to communicate areas that need to be addressed to ensure success in our program. The Brigance assessment will be given to each kindergarten student at the beginning of the school year.	Parent Involvement	06/01/2015	08/31/2015	\$1000 - General Fund	principal, assistant principal, kindergarten teachers, 1st grade teachers

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

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

Goal 1:

Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines, & procedures to ensure student proficiency and staff participation in the TPGES (teacher professional growth & evaluation system).

Measurable Objective 1:

collaborate to monitor non-academic data by 06/05/2017 as measured by attendance and survey data.

Strategy1:

Entry Level Assessment - Incoming kindergarten students will be assessed on kindergarten skill readiness in early June (entry level assessment) and in August (Brigance)

Category: Stakeholder Engagement

Research Cited:

Activity - Kindergarten Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students will be assessed on readiness skills (early June). The assessing teacher will conference with the parent to communicate areas that need to be addressed to ensure success in our program. The Brigance assessment will be given to each kindergarten student at the beginning of the school year.	Parent Involvement	06/01/2015	08/31/2015	\$1000 - General Fund	principal, assistant principal, kindergarten teachers, 1st grade teachers

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

Goal 1:

91% of students at Greathouse/Shryock Elementary School will become proficient readers by June 2017

Measurable Objective 1:

87% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in English Language Arts by 05/28/2015 as measured by K-PREP.

Strategy1:

Use research-based practices to teach the KCAS reading standards - Teachers will deliver instruction in a variety of learning styles to help students become proficient readers.

Category: Continuous Improvement

Research Cited: Ellin Keene & Susan Zimmerman (comprehension strategy instruction) Mosaic of Thought; Lucy Caulkins (reading SY 2016-2017

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Comprehensive School Improvement Plan

Greathouse Shryock Traditional

workshop)

Activity - Thinking Strategy Instruction via Reading Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach and model the 7 comprehension strategies (Schema-Background Knowledge, Questioning, Visualizing, Inferring, Synthesizing, Determining Importance, Monitoring for Meaning) via the Reading Workshop instructional model. Students independently practice strategies using various texts that are in their zone of proximal development.	Policy and Process	08/18/2014	12/18/2015	\$4800 - Text Books	K-5th grade teachers/staff

Activity - Fit-Lit Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
-Coordinated literacy activities that incorporate physical activity -PTA dinner -Bookfair	Parent Involvement	11/11/2014	11/11/2014	\$500 - Booster Fund	media specialist, classroom teachers, PTA

Activity - STAR Reading Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete computer reading assessments to track their progress in reading. Teachers use STAR results to plan instruction and intervention-enrichment groups. STAR reading reports communicate student progress to parents. The Star Early Literacy Assessment may be used for early or non-readers.	Technology	08/18/2014	12/18/2015	\$2500 - Other	classroom teachers, bookkeeper, assistant principal, goal clarity coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to follow KCAS aligned standards in reading. Activities may include discussion/planning of instructional strategies, assessments, etc.	Policy and Process	08/18/2014	12/18/2015	\$0 - No Funding Required	grade-level teams, team leaders, assistant principal, goal clarity coach

Goal 2:

85% of students at Greathouse/Shryock Elementary School will become proficient in math by June 2017.

Measurable Objective 1:

79% of Third, Fourth and Fifth grade students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/28/2015 as measured by K-PREP.

Strategy1:

Use research-based practices to teach the KCAS mathematics standards - Teachers will deliver instruction in a variety of learning styles to help students understand math concepts to become proficient in math.

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Category:

Research Cited:

Activity - Online Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Various online support programs will be used to assist students in meeting math standards: IXL, Study Island, etc. Teachers will communicate to students and parents lessons to complete for each concept/topic. Math online resources will be utilized for K-5 homework opportunities where appropriate.	Academic Support Program	08/18/2014	12/18/2015	\$1500 - General Fund \$1500 - Other	administrative team, bookkeeper, classroom teachers

Activity - Calendar Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-1 classrooms will participate in daily calendar math activities to reinforce basic math skills and concepts	Direct Instruction	08/18/2014	12/18/2015	\$0 - No Funding Required	K-1 teachers

Activity - Math Challenge	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work to meet the grade-level goals for mastering basic math facts. Teachers will support students in setting short term goals to meet their grade-level math challenge. Students meeting their math challenge will be recognized in classroom newsletters/websites as well as during the end-of-year awards program.	Other	08/18/2014	12/18/2015	\$200 - General Fund	classroom teachers, principal, secretary

Activity - STAR Math Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students complete computer math assessments to track their progress in math. Teachers use STAR results to plan instruction and intervention-enrichment groups. STAR math reports communicate student progress in math to parents.	Technology	08/18/2014	12/18/2015	\$2500 - Other	classroom teachers, assistant principal, goal clarity coach, bookkeeper

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in professional learning communities to follow KCAS aligned standards in math. Activities may include discussion/planning of instructional strategies, assessments, etc.	Policy and Process	08/18/2014	12/18/2015	\$0 - No Funding Required	classroom teachers, team leader, goal clarity coach, assistant principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

91% of students at Greathouse/Shryock Elementary School will become proficient readers by June 2017

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

Measurable Objective 1:

76% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in English Language Arts by 05/28/2015 as measured by K-PREP.

Strategy1:

Engage students in opportunities to practice and refine their reading skills - Teachers will provide time for IDR (Independent Daily Reading) and focus on reading skills.

Category: Continuous Improvement

Research Cited: Ellin Keene & Susan Zimmerman (comprehension strategy instruction) Mosaic of Thought; Lucy Caulkins (reading workshop)

Activity - IDR (Independent Daily Reading)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read independently in their zone of proximal development before and during the school day. Teachers will support students in setting individual reading goals. The Accelerated Reader program will track and report progress to parents. Students will be recognized for their progress each grading period through recognition in classroom newsletters/website, school newsletter, etc. The PTA will provide an incentive to each student who meets his/her individual goal each grading period.	Policy and Process	08/18/2014	12/18/2015	\$3000 - Booster Fund	library media specialist classroom teachers PTA

Activity - Morning Intervention Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open lab opportunities for individual and small group assistance. Community partnership with PTA to provide volunteers to help w/tutoring and small group instruction.	Academic Support Program	09/08/2014	12/18/2015	\$0 - No Funding Required	goal clarity coach school clerk RTI leader

Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each team will utilize a designated 30 minute daily intervention-enrichment block that may be used for reading. Students will be assigned to small groups based on student data. Classified staff, community partnerships, and PTA will provide additional volunteers to assist during this time so that students receive additional attention and assistance.	Academic Support Program	09/08/2014	12/18/2015	\$55800 - State Funds	grade-level teams goal clarity coach classified staff (3 instructional assistants, 1st-5th grades)

Goal 2:

85% of students at Greathouse/Shryock Elementary School will become proficient in math by June 2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Greathouse Shryock Traditional

66% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Common Core Standards in Mathematics by 05/28/2015 as measured by K-PREP.

Strategy1:

Student Engagement - Teachers will provide time for math practice and refinement of concepts/skills as well as for real world math applications and problem solving.

Category: Continuous Improvement

Research Cited:

Activity - Intervention-Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each team will utilize a designated 30 minute daily intervention-enrichment block that may be used for math instruction. Students will be assigned to small groups based on student data. Classified staff, community partnerships, and PTA will provide additional volunteers to assist during this time so that students receive additional attention and assistance.	Academic Support Program	09/08/2014	12/18/2015	\$55800 - General Fund	classroom teachers, team leaders, goal clarity coach, classified staff (3 instructional assistants)

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information and activities to promote student achievement in math	Parent Involvement	02/02/2015	02/27/2015	\$500 - General Fund	Goal Clarity Coach, ILT

Activity - Morning Intervention Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Open lab opportunities for individual and small group assistance. Community partnership with PTA to provide volunteers to help w/tutoring and small group instruction.	Academic Support Program	09/08/2014	12/18/2015	\$1250 - General Fund	goal clarity coach, school clerk, RTI leader

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:

Greathouse/Shryock Traditional Elementary School will develop and implement systems, routines and procedures to ensure student proficiency (K-PREP) and staff growth (TPGES).

Measurable Objective 1:

collaborate to ensure that students and staff reach proficiency and growth goals by 12/15/2017 as measured by PLC minutes, student growth goals, and benchmark assessment data.

Strategy1:

Use of Student Data & Curriculum - Staff will use data, including disaggregated data, from multiple sources to identify student learning needs. Curriculum and instruction will be aligned to standards and consistent among classrooms at each grade level.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An SBDM standing committee will be formed with representation from all grade levels. This committee will be responsible for data collection, documentation, and scoring of all KDE program reviews.	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Program Review Committee

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?

Greathouse/Shryock Traditional Elementary School is committed to providing a traditional learning environment where each student is responsible for his/her own social, academic, and physical well being in order to become a contributing member of our diverse society. Our program stresses basic skills through instruction in a highly organized and structured environment. The traditional program has stringent academic standards, high expectations of students and parents, defined discipline and dress codes, nightly homework, meaningful parent involvement, required daily attendance, and maximum instructional time on task while at school. Our students achieve at high levels because of the partnership agreement between the school, student, and parent.

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.

School Philosophy

The Traditional Program provides a structured educational climate for those students who perform best within those guidelines. It also promotes the development of students' intellect, physical health, patriotism, and moral values. Students are expected to achieve the goals of self-discipline and self-direction.

Traditional schools require acceptance of and compliance with clearly established teacher and school guidelines. Parents are expected to agree with and actively support school expectations for good personal and academic practices. In addition, parents are expected to establish a home environment that promotes achievement and provides models for good behavior.

The school provides a coherent, planned progression of skills, concepts, and knowledge that contribute to the student's sense of purpose, self-confidence, and maturity.

Mission Statement

The staff of Greathouse/Shryock Traditional Elementary School is committed to providing a traditional learning environment where each student is responsible for his/her own social, academic, and physical well-being in order to become a contributing member of our diverse society.

Vision Statement

Greathouse/Shryock Traditional Elementary School will provide a rigorous academic program in a structured environment that will enable students to enter middle school at or above grade level.

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.

Greathouse/Shryock Traditional Elementary School is a U.S. Dept. of Education National Blue Ribbon of Excellence School (2007). State assessment scores are in the "distinguished-progressing" category with an overall index of 94.5 which is the highest score for all Kentucky schools (all levels).

All proficiency learning targets were met during the 2015-16 school year, and all but one gap target was met (Asian-Reading).

We continue to focus efforts on increasing student performance as well as on maintaining our long history of academic success. Efforts include a focus on writing alignment and instruction along with refinement of our intervention-enrichment block.

Additional Information

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

Greathouse/Shryock Traditional Elementary School uses multiple sources of data to determine school and student needs. Our School Improvement Plan contains specific goals and objectives for all content areas. All students are expected to meet high expectations for behavior and learning. Students not meeting proficiency are provided additional instruction during our intervention-enrichment block. Students meeting proficiency are provided additional enrichment opportunities during our intervention-enrichment block. The traditional program is an optional, magnet program within the Jefferson County Public School System. Children achieve due to the partnership agreement between school, student, and parent. Families commit to the program, indicating support of its philosophy and guidelines.