



Comprehensive School Improvement Plan

Mcferran Preparatory Academy
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.		MPA 2016-17 School Equity 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 school data shows that we have a high population of free and reduced lunch students as well as a growing number of English Language Learners and students with disabilities. We have several teachers that are new to the field and to our school. It is a positive that we do not have any teachers teaching out of their field of certification. Though our Administration is fairly new to their roles, they as well as most of our teachers have 4 or more years of experience.

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.

Barriers

High poverty and transient demographics put students at risk for challenges with:

- Health (mental and physical) and nutrition
- Lack of vocabulary
- Lack of effort and intrinsic motivation
- Lack a growth mind-set
- Cognition problems
- Lack of ability to build and trust in relationships
- High stress which takes focus off of learning

Lack of teacher preparation and effective Tier I Instruction

Root Causes

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Lack of PD from district for teachers to target high poverty students with aforementioned barriers

Lack of knowledge to decompose and teach Common Core standards

Lack of ability to complete PD (if not mandated)

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		MPA 2016-17 School_Equity_Goals(within SED)

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:

During 2016-17 McFerran Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2016-17 school year, will be used to set targets for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 12/01/2017 as measured by evaluations and other checks for understanding after professional development activities.

Strategy1:

Professional Development PGES - Our highly qualified teachers will continue to participate in high quality professional development led by

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principals, Goal Clarity Coach and Instructional Coach as information becomes available from teacher leaders.

Category: Teacher PGES

Research Cited: PGES

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development may occur during faculty meetings and GOLD day. Principal will use this time to discuss PGES with teachers to better understand the evaluation system. Time is set aside to celebrate personal and professional accomplishments and shout out other co workers.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, PGES teacher leaders

Goal 2:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the 2017 KPREP in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Professional Development of Teachers - Teachers will participate in high quality professional development led by Goal Clarity Coach and In-house Instructional Coach.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the reading standards and what students need to know to show mastery. Teachers will also focus on learning to plan and deliver more intentional and effective core instruction (1 of 6 Key Core Work Processes for Novice Reduction).	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy2:

Bellarmine Literacy Project - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Professional Learning & Support

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Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Measurable Objective 3:

6% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to perform in reducing Novice scores in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Academic Support Program Direct Instruction Class Size Reduction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

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?

Stakeholders that were engaged in our diagnostic were Jamiera Johnson (Parent-Teacher Association President), Valinda Brown & Katie Kone (Site Based Decision Making Council Parent Representatives), the McFerran SBDM council, and the McFerran Instructional Leadership Team members.

Relationship Building

Overall Rating: 3.57

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 2.86

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

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

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

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

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	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 has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.0

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

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

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

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 3.33

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

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

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

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

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

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

Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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

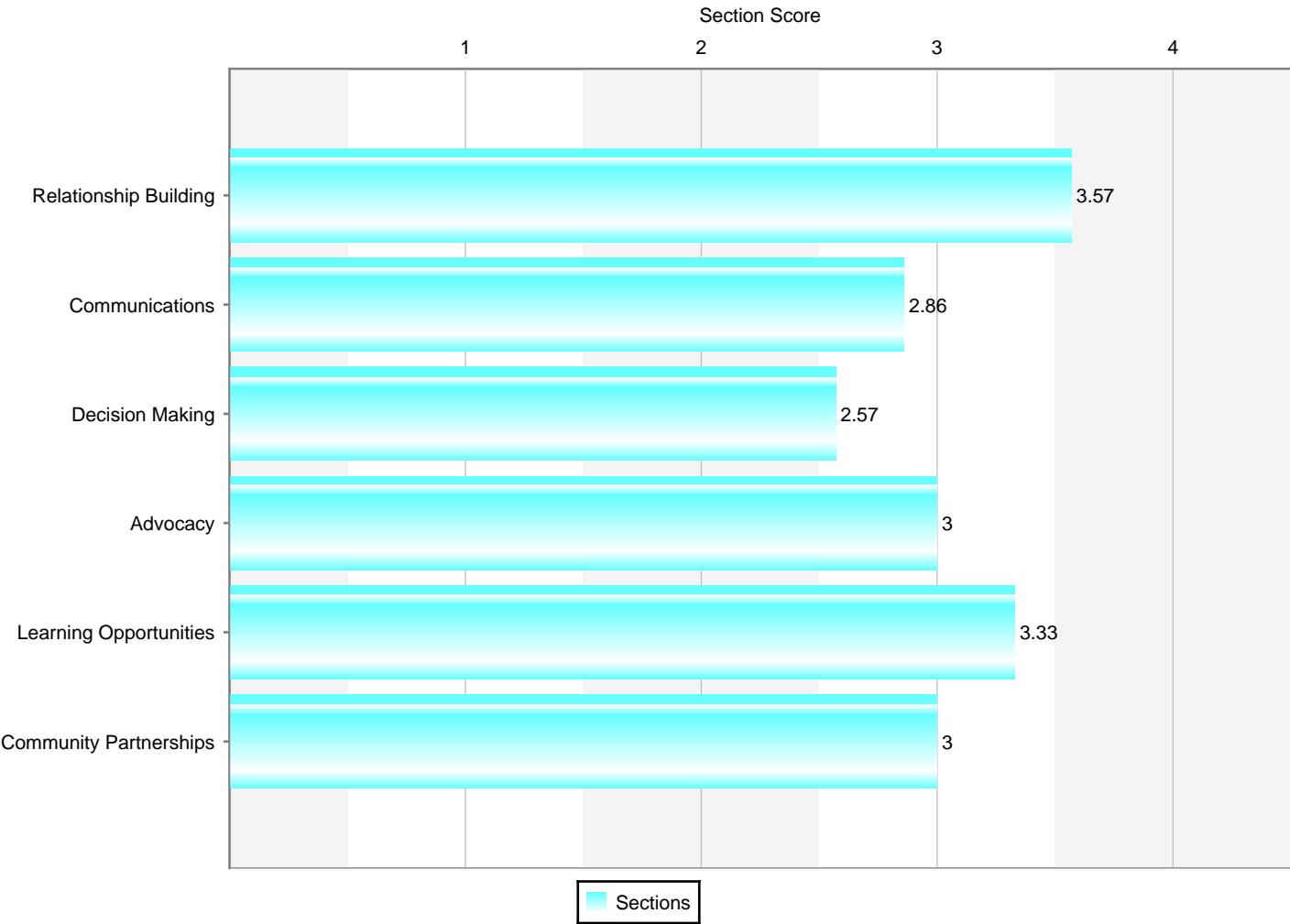
Reflection

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

Our area of strength is building relationships. Our teachers, staff and administrators work tirelessly to bridge the barriers between home and school. The area of improvement is the decision making process. We need to solicit more participation from parents and create a system to sustain their active participation. To sustain the welcoming culture and climate of our school, we will continue to provide multiple opportunities for parents to be a part of our school and the many events we hold. To solicit more active and consistent parent involvement in decision making we plan to continue hosting multiple events and activities that would allow for parents to be involved throughout the school year and make them aware of our monthly SBDM council meeting. We will also try to give more incentives for parent participation in surveys, questioning, and feedback that drive our instructional choices.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders are engaged through school wide programming and events, participating in open SBDM meetings, and by our school's visitation policy. With this variety of ways to see and be engaged in the daily affairs of the school stakeholders can collaborate and give insight into our improvement plan. Both SBDM and PTA positions are voted upon by parents of McFerran students. Once they are elected they are informed of their roles and meetings are set well in advance. Meetings are set at the same time monthly in order to provide consistency for schedules.

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

Stakeholder groups included school administration, instructional resource team, teachers, parents and community representatives. Once the data from last year's KPREP test was released administration, instructional resource team, and teachers met to evaluate the data and discuss what strategies were effective or ineffective, how to engage in more effective core instruction, and how to support struggling students through more intentional RTI. Each PLC also met and brought back data and reports based upon current student performance data. Both grade group and class SMART goals were created and changes have been implemented to attain the goals. Parents and community representatives were made aware of the plans and gave input. Alterations were made and the plan was put in place.

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

The final improvement plan was communicated to stakeholders in both faculty and SBDM meetings and in PLCs. Faculty meetings are held every Tuesday for one hour (per JCTA contract), SBDM meetings are held on the first Wednesday of the month, and PLCs are held once per week on the designated day set by each PLC.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

The questions we are trying to answer with the data and information provided are: Which students are proficient and which students are still working toward proficiency? Additionally, we are using the data to identify strengths and areas of improvement among the sub-groups. The data is telling us that the area of Math is our strongest and the areas of Social Studies and Writing are our areas of improvement. Additionally, according to survey data (KYTELL survey, Comprehensive School Survey and School Accreditation Survey) the perception of teaching and learning conditions in our school are favorable with a rating of between average to above average. The achievement gap is closing between ESL group and the proficiency group. The data from CASCADE is also used to inform the instructional team and Professional Learning Communities of teacher areas of strength and growth. With this information teams/PLCs can determine which teachers are more suited to provide either re-teaching of skill(s), intervention(s) on specific standard(s), or enrichment. Causes for the drop in scores could be due to ineffectiveness of Tier I instruction, lack of experience of new teachers, and having a new ELA program. The priority we are focusing on is Tier I instruction and utilizing our Journeys program for all of its components.

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?

According to NAPD calculations from the 2015-16 Kentucky Department of Education School Report Card our strongest area is Math. To sustain this area of strength we have implemented using a school-wide Math program (EnVisions) in concert with JCPS's curriculum map. Smaller group core instruction for math is implemented in 4th and 5th grade daily. Instructional strategies for answering both multiple choice and constructed responses are implemented school-wide. At McFerran students participate in goal setting and Proficiency/Growth celebrations. Each student chooses either a multiple choice or constructed response strategy to apply when taking their next Proficiency assessment to make gain and grow. Once they show significant growth or reach their goal of proficiency they are invited to the celebration. Celebrations are held by grade groups and school wide so students have many opportunities for recognition.

Opportunities for Improvement

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

McFerran's areas of improvement are Reading and Writing. Our Reading and Writing scores dropped. McFerran's overall lowest performance was in the area of Writing, scoring only 17 percent P/D. To improve this area we are utilizing the embedded writing curriculum of Journeys (our school-wide Reading program). We have also began to implement an additional Language Mechanics program (Simple Solution) daily in concert with the language skills taught with in Journeys.

Conclusion

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

Our next steps are to continue with our school wide RTI program by working with our students to master all skills to reach proficiency. Our instructional staff will monitor and evaluate student data with teaching teams to make sure that Tier I instruction is effective and intentional. Changes will be made to ensure that students are being placed the needed core instruction and intervention groups. Additionally, we will continue to provide enrichments for students that have reached the proficiency level.

McFerran Preparatory Academy 2016-17 Plan for Comprehensive School Improvement Plan

Overview

Plan Name

McFerran Preparatory Academy 2016-17 Plan for Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at McFerran Preparatory Academy will be proficient in all Program Review categories.	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
2	During 2016-17 McFerran Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2016-17 school year, will be used to set targets for the 2017-18 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	All students at McFerran will be proficient in English Language Arts and Math by 2019	Objectives: 3 Strategies: 2 Activities: 4	Academic	\$25032
4	67.3% of McFerran students will be proficient/distinguished in READING by 2019	Objectives: 3 Strategies: 18 Activities: 30	Academic	\$681404
5	67.5% of McFerran students will be proficient/distinguished in MATH by 2019.	Objectives: 3 Strategies: 13 Activities: 21	Academic	\$32000
6	74.1% of McFerran students will be proficient/distiguished in SOCIAL STUDIES by 2019	Objectives: 2 Strategies: 3 Activities: 7	Academic	\$0
7	64.6% of McFerran students will be proficient/distinguished in WRITING by 2019	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0

Goal 1: All students at McFerran Preparatory Academy will be proficient in all Program Review categories.

Measurable Objective 1:

demonstrate a proficiency in the area of Arts & Humanities, Practical Living and Writing by 12/01/2017 as measured by the collection of performance assessments and artifacts.

Strategy 1:

Arts and Humanities - The Arts & Humanities team will collect and provide evidence of student activities/work to show proficiency throughout the school.

Category: Management Systems

Research Cited: Program Review

Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Krouse, Lutes, committee members

Strategy 2:

Practical Living Review - Practical Living committee members will meet regularly to collect and review evidence.

Category: Management Systems

Research Cited: Program Review

Activity - Practical Living Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Krouse, Geary, Committee Members

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will review Wellness Policy yearly to ensure health and fitness are implemented throughout the curriculum.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, SBDM council members

Strategy 3:

Writing Review - Writing committee members will meet regularly to collect and discuss evidence.

Category: Management Systems

Research Cited: Program Review

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have regular meetings with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Krouse, Evans, Committee Members

Goal 2: During 2016-17 McFerran Elementary School will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2016-17 school year, will be used to set targets for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components by 12/01/2017 as measured by evaluations and other checks for understanding after professional development activities.

Strategy 1:

Professional Development PGES - Our highly qualified teachers will continue to participate in high quality professional development led by principals, Goal Clarity Coach and Instructional Coach as information becomes available from teacher leaders.

Category: Teacher PGES

Research Cited: PGES

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded professional development may occur during faculty meetings and GOLD day. Principal will use this time to discuss PGES with teachers to better understand the evaluation system. Time is set aside to celebrate personal and professional accomplishments and shout out other co workers.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, PGES teacher leaders

Activity - Reflecting on Teaching in a Professional Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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McFerran Preparatory Academy

New teachers and teachers that are new to our building participate in a monthly fellowship with our Instructional Coach as a way to check in, discuss issues or concerns, and share effective strategies. Submerging new teachers into our school climate and culture will help them embody the qualities of a 'Falcon' and serve as a way to boost moral and retain them.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter
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Goal 3: All students at McFerran will be proficient in English Language Arts and Math by 2019

Measurable Objective 1:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Language Mechanics and On-Demand writing in English Language Arts by 12/01/2019 as measured by KPREP Test.

(shared) Strategy 1:

Textbooks - All students will have sufficient access to standards aligned instructional materials and textbooks (Journeys).

Category: Learning Systems

Research Cited: Common Core

Activity - Journeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development and continual training on Journeys reading system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2019	\$0	No Funding Required	Bush ,Carter, Pratt

Activity - iPads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program, Technology	08/10/2016	12/01/2017	\$25032	Text Books	Bush, Carter, Ellis, Hobbs

Measurable Objective 2:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Reading in English Language Arts by 12/01/2019 as measured by KPREP test.

(shared) Strategy 1:

Textbooks - All students will have sufficient access to standards aligned instructional materials and textbooks (Journeys).

Category: Learning Systems

Research Cited: Common Core

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McFerran Preparatory Academy

Activity - Journeys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development and continual training on Journeys reading system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2019	\$0	No Funding Required	Bush ,Carter, Pratt

Activity - iPads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program, Technology	08/10/2016	12/01/2017	\$25032	Text Books	Bush, Carter, Ellis, Hobbs

Measurable Objective 3:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2019 as measured by KPREP Test.

Strategy 1:

Textbook - All students will have sufficient access to standards aligned instructional materials and textbooks (Envision)

Category: Learning Systems

Research Cited: Common Core

Activity - Envision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional development and continual training on Envision math system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Activity - iPads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program, Technology	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Ellis, Hobbs

Goal 4: 67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the 2017 KPREP in Reading by 12/01/2017 as measured by KPREP Test.

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Strategy 1:

Student Non-Academic & Academic Needs - Systematic approach for students to be matched to an adult advocate based on physical, social, emotional, behavior, and/or academic need.

Category: Learning Systems

Research Cited: Student Success

Activity - AMIGO program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This is a school based program that matches an adult advocate with a student(s) based on need. The adult acts as a role model/mentor/advocate for the student throughout the school year. The Amigo program links highly qualified teachers with students in need. This program is a huge part of our school's culture and climate and helps maintain the moral of students and teachers.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Krouse

Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-Academic data is collected regularly through the school Success Coaches (Instructor I), Attendance Committee and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$32350	District Funding	Bush, Carter, Ellis, Houston, Nichols, Pratt, Shackelford, Sutton, White, Zakem

Activity - Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran's Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Shackelford, Zakem, Houston

Strategy 2:

Celebrate Accomplishments - Students will be recognized for individual growth based on results from CASCADE and KRPEP.

Category: Continuous Improvement

Research Cited: Student Success

Activity - Celebrate Accomplishments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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McFerran will celebrate student and teacher success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party. Teachers are able to voice celebrations and shout outs on a weekly basis.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Ellis, Pratt
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Strategy 3:

Inquiry Based Learning/Technology - Teachers will utilize research based programs for all content areas.

Category:

Research Cited: Inquiry based learning

Activity - Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research based learning programs.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Textbook committee, Bush, Carter, Ellis

Strategy 4:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations.

Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Houston, teachers

Activity - Family Connections through participation in learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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McFerran host Family Nights focused on Reading or Math where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$5320	Title I Schoolwide	Houston, grade level teacher representatives
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Activity - Family Connections through communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	all teachers, administration, Houston

(shared) Strategy 5:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Strategy 6:

Professional Development of Teachers - Teachers will participate in high quality professional development led by Goal Clarity Coach and In-house Instructional Coach.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the reading standards and what students need to know to show mastery. Teachers will also focus on learning to plan and deliver more intentional and effective core instruction (1 of 6 Key Core Work Processes for Novice Reduction).	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Pratt
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Strategy 7:

Reading Learning Targets/Statements - Teachers will post and articulate learning targets in student friendly language for all reading lessons.

Category: Learning Systems

Research Cited: Common Core & DuFour

Activity - Reading Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and articulate learning targets in student friendly language for all reading lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	All teachers and instructional staff

Strategy 8:

Bellarmine Literacy Project - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Professional Learning & Support

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Wylie

Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

(shared) Strategy 1:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities

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students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program, Other	08/10/2016	12/01/2017	\$262636	Title I Schoolwide	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

(shared) Strategy 2:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, team teachers

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(shared) Strategy 3:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Strategy 4:

Extended School Services-ESS - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$99729	District Funding	Wehrley, Pratt, Carter

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This technology based program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2016	12/01/2017	\$45000	Title I Schoolwide	Carter, Pratt, Druen

Strategy 5:

Kindergarten-3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by late September/ early October each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

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Category: Continuous Improvement

Research Cited: RTI

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before,during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Wehrley, Carter, grade level teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	Pratt, Carter, Scheduling Committee

Strategy 6:

Bellarmino Literacy Project (BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Wylie

Measurable Objective 3:

6% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to perform in reducing Novice scores in Reading by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Reading Demo Room - Identified Tier II and Tier III students will be given intentional reading instruction for extended time in a small classroom environment. During

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this time the teacher will be teaching reading in the content areas of science and social studies. Additionally, teacher will focus on specific reading/comprehension strategies.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Demo reading room for students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/10/2015	12/01/2016	\$236369	School Council Funds	SHelton, Thomas, Casey

(shared) Strategy 2:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program, Other	08/10/2016	12/01/2017	\$262636	Title I Schoolwide	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy 3:

Extended School Services - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category:

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	Wehrley, Pratt, Carter

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Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	Pratt

(shared) Strategy 4:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, team teachers

Strategy 5:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

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

Mcferran Preparatory Academy

Extended School Services are offered before, during, and afterschool to increase student proficiency in reading and math	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	Wehrley, Kindergarten teachers
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Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master during Tier I instruction.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Pratt, Carter, Scheduling Committee

Strategy 6:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Class Size Reduction, Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Strategy 7:

Bellarmine Literacy Project(BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project(BLP)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

McFerran Preparatory Academy

Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Wylie
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Goal 5: 67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Inquiry Based Learning - Teachers will utilize research based programs for all content areas.

Category:

Research Cited: Inquiry based learning

Activity - Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research based programs for all content areas. This can include Envisions, Science Foss Kits, and Journeys in the content areas and use of technology to enhance learning. Teachers can utilize math journals and writing logs to demonstrate learning in writing.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Pratt, Rosenauer, Text book committees

Strategy 2:

Student Non-Academic & Academic Needs - This a school based program that matches an adult advocate with a student(s) based on need. The adult acts as a role model/mentor/advocate for the student(s) throughout the school year.

Category: Learning Systems

Research Cited: Student Success

Activity - AMIGO program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Amigo program is continual throughout the year with students visiting their "amigo" at least once per week. The amigo visits can be initiated by student or adult. This program helps deter misbehavior, facilitate academic accountability and enhance student-adult interpersonal skills which many of our students need to be successful.	Academic Support Program, Behavioral Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Krouse

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Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-Academic data is collected regularly through the school Success Coach (Instructor I), Attendance Committee, and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$32000	Title I Schoolwide	Bush, Ellis, Houston, Nichols, Shackelford, Sutton, White, Zakem

Activity - Counseling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Shackelford, Zakem, Houston

Strategy 3:

Celebrate Accomplishments - Students will be recognized for individual growth based on results from CASCADE and KPREP.

Category: Continuous Improvement

Research Cited: Student Success

Activity - Celebrate Accomplishments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran will celebrate student academic success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, Ellis

Strategy 4:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

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Mcferran Preparatory Academy

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Houston, teachers
Activity - Family Connections through participation in learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran host two Family Nights (Reading and Math) where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	Houston, grade level teacher representatives
Activity - Family Connections through communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	all teachers, administration, Houston

Strategy 5:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter

Strategy 6:

Professional Development of Teachers - Teachers will participate in high quality professional development led by Goal Clarity Coach and In-House Instructional Coach.

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Category: Professional Learning & Support

Research Cited: DuFour

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold Day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the standards and what students need to know to show mastery.	Professional Learning	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Pratt

Strategy 7:

Math Learning Targets/Statements - Teachers will post and articulate learning targets in student friendly language for all math lessons.

Category: Learning Systems

Research Cited: Common Core

Activity - Math Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and articulate learning targets in student friendly language for all math lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	All teachers and instructional staff

Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2016 as measured by KPREP Test.

(shared) Strategy 1:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers
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(shared) Strategy 2:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Wehrley, Pratt, Carter

(shared) Strategy 3:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Shelton, Thomas, Casey, Pratt, Carter
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Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Pratt, Carter, Scheduling Committee

(shared) Strategy 4:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Pratt

(shared) Strategy 5:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

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Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, team teachers

Measurable Objective 3:

6% 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 collaborate to reduce Novice performance in Mathematics by 12/01/2016 as measured by KPREP Test.

(shared) Strategy 1:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

(shared) Strategy 2:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students

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on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Wehrley, Pratt, Carter

(shared) Strategy 3:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Shelton, Thomas, Casey, Pratt, Carter

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Pratt, Carter, Scheduling Committee

(shared) Strategy 4:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to

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analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Carter, Pratt

(shared) Strategy 5:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter, team teachers
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Strategy 6:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Class Size Reduction, Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt

Goal 6: 74.1% of McFerran students will be proficient/distinguished in SOCIAL STUDIES by 2019

Measurable Objective 1:

59% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Kentucky Common Academic Standards in Social Studies by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Social Studies Instruction - Students will receive social studies instruction through the use of technology, hand-on projects, and integration with the reading content.

Category: Learning Systems

Research Cited: KCAS, Gheens Online resources

Activity - Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Fifth grade teachers
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs. The Instructional Leadership Team (ILT) and staff will monitor goals and strategies, analyze systems and data to review/revise the level of implementations and achievements.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Fifth grade teachers, ECE resource, ESL resource, Retired teachers, Pratt, Carter
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Activity - Home Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 9 weeks students will be assigned a home project linked to the social studies content. This activity is an extension of the learning day. Students are provided any materials needed and are encouraged to work with family members to complete the project. Rubric and/or grading scale is provided at the beginning of the assignment. Teachers have students report back through "check-ins" to monitor progress of home projects.	Academic Support Program, Parent Involvement	08/10/2016	12/01/2017	\$0	No Funding Required	Fifth grade teachers

Measurable Objective 2:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in Kentucky Common Academic Standards in Social Studies by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Response to Intervention (RTI) - Students are selected for intervention based on CASCADE data or individual need.

Category: Learning Systems

Research Cited: RTI

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE, common assessment data and/or individual needs. Students participate in small-group instruction and are integrating social studies content during the reading instruction.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Fifth grade teachers, Pratt, Carter

Strategy 2:

Specific Instructional Strategies - Specific strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: Journal of Educational Research

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Live Scoring for Extended Response and Short Answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, team teachers

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Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Student will focus on their chosen strategy to improve their skills.	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Pratt, Carter

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Goal 7: 64.6% of McFerran students will be proficient/distinguished in WRITING by 2019

Measurable Objective 1:

43% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Language standards and On-Demand situations in Writing by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Writing/ Language Mechanics Instruction - On-Demand Writing Days and Language Mechanics instruction daily

Category: Learning Systems

Research Cited: Common Core

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Instruction - Students follow Journeys writing curriculum with weekly focuses, mini-lessons are taught based on student needs, and teacher's review writing sample and give students timely and effective feedback for next steps.	Academic Support Program	08/10/2016	12/01/2017	\$0	No Funding Required	Fourth and Fifth grade teachers, Carter, Pratt

Activity - Writing Across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will systematically align writing and communication assessments to standards across all grade levels and content areas.	Other	08/10/2015	12/01/2016	\$0	No Funding Required	Fifth grade teachers

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Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate language mechanic skills across all grade levels. McFerran writing committee created a skills list for each grade level to master specific skills by the end of each particular grade level. All teachers will implement the language skills found in Journeys.	Academic Support Program	08/10/2015	12/01/2016	\$0	No Funding Required	All teachers

Measurable Objective 2:

43% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Language standards and On-Demand situations in Writing by 12/01/2017 as measured by KPREP Test.

Strategy 1:

Response to Intervention (RTI) - Students will receive interventions based on results from On-Demand writing day(s), and classroom assessments.

Category: Learning Systems

Research Cited: RTI

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
testing	Other	08/10/2016	12/01/2017	\$0	No Funding Required	Fourth and Fifth grade teachers, Pratt, Carter

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IPads	Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program, Technology	08/10/2016	12/01/2017	\$25032	Bush, Carter, Ellis, Hobbs
Total					\$25032	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-Academic Data	Non-Academic data is collected regularly through the school Success Coach (Instructor I), Attendance Committee, and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$32000	Bush, Ellis, Houston, Nichols, Shackelford, Sutton, White, Zakem
Intervention groups from PLC data	Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program, Other	08/10/2016	12/01/2017	\$262636	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers
Family Connections through participation in learning	McFerran host Family Nights focused on Reading or Math where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$5320	Houston, grade level teacher representatives

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Reading Eggs	This technology based program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2016	12/01/2017	\$45000	Carter, Pratt, Druen
Total					\$344956	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Non-Academic Data	Non-Academic data is collected regularly through the school Success Coaches (Instructor I), Attendance Committee and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$32350	Bush, Carter, Ellis, Houston, Nichols, Pratt, Shackelford, Sutton, White, Zakem
Interventions	Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$99729	Wehrley, Pratt, Carter
Total					\$132079	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention	Demo reading room for students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/10/2015	12/01/2016	\$236369	SHelton, Thomas, Casey
Total					\$236369	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Embedded Professional Development	Embedded professional development may occur during faculty meetings and GOLD day. Principal will use this time to discuss PGES with teachers to better understand the evaluation system. Time is set aside to celebrate personal and professional accomplishments and shout out other co workers.	Professional Learning	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter, PGES teacher leaders
Modeling Instructional Strategies	McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt, Itinerate teachers
Daytime ESS	Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants
Student Goal Setting Folders	Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Student will focus on their chosen strategy to improve their skills.	Other	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter
Modeling Instructional Strategies	McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter, Itinerate teachers
Writing Across Content Areas	Teachers will systematically align writing and communication assessments to standards across all grade levels and content areas.	Other	08/10/2015	12/01/2016	\$0	Fifth grade teachers
AMIGO program	The Amigo program is continual throughout the year with students visiting their "amigo" at least once per week. The amigo visits can be initiated by student or adult. This program helps deter misbehavior, facilitate academic accountability and enhance student-adult interpersonal skills which many of our students need to be successful.	Academic Support Program, Behavioral Support Program	08/10/2016	12/01/2017	\$0	Krouse

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Live Scoring	Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter, team teachers
Journeys	All teachers will participate in professional development and continual training on Journeys reading system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2019	\$0	Bush ,Carter, Pratt
Live Scoring	Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt, team teachers
Master Schedule	The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master during Tier I instruction.	Academic Support Program	08/10/2016	12/01/2017	\$0	Pratt, Carter, Scheduling Committee
Interventions	Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2015	12/01/2016	\$0	Wehrley, Pratt, Carter
Inquiry Based Learning	Teachers will utilize research based programs for all content areas. This can include Envisions, Science Foss Kits, and Journeys in the content areas and use of technology to enhance learning. Teachers can utilize math journals and writing logs to demonstrate learning in writing.	Academic Support Program	08/10/2016	12/01/2017	\$0	Carter, Pratt, Rosenauer, Text book committees
On-Demand Writing	Writing Instruction - Students follow Journeys writing curriculum with weekly focuses,mini-lessons are taught based on student needs, and teacher's review writing sample and give students timely and effective feedback for next steps.	Academic Support Program	08/10/2016	12/01/2017	\$0	Fourth and Fifth grade teachers, Carter, Pratt
Reflecting on Teaching in a Professional Community	New teachers and teachers that are new to our building participate in a monthly fellowship with our Instructional Coach as a way to check in, discuss issues or concerns, and share effective strategies. Submerging new teachers into our school climate and culture will help them embody the qualities of a 'Falcon' and serve as a way to boost moral and retain them.	Professional Learning	08/10/2016	12/01/2017	\$0	Bush, Carter
Intervention	Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	Shelton, Thomas, Casey, Carter, Pratt
Novice Reduction Focus Groups	Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Class Size Reduction, Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt

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Live Scoring	Students will participate in Live Scoring for Extended Response and Short Answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt, team teachers
Daytime ESS	Extended School Services are offered before,during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	Wehrley, Carter, grade level teachers
Arts & Humanities	Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	Carter, Krouse, Lutes, committee members
AMIGO program	This is a school based program that matches an adult advocate with a student(s) based on need. The adult acts as a role model/mentor/advocate for the student throughout the school year. The Amigo program links highly qualified teachers with students in need. This program is a huge part of our school's culture and climate and helps maintain the moral of students and teachers.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	Krouse
Writing	Teachers will have regular meetings with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	Carter, Krouse, Evans, Committee Members
Bellarmino Literacy Project(BLP)	Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	Bush, Carter, Wylie
Family Connections through feedback	McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	Bush, Carter, Houston, teachers
Response to Intervention	Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs. The Instructional Leadership Team (ILT) and staff will monitor goals and strategies, analyze systems and data to review/revise the level of implementations and achievements.	Academic Support Program	08/10/2016	12/01/2017	\$0	Fifth grade teachers, ECE resource, ESL resource, Retired teachers, Pratt, Carter
Family Connections through participation in learning	McFerran host two Family Nights (Reading and Math) where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	Houston, grade level teacher representative s

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Modeling Instructional Strategies	McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt, Itinerate teachers
Celebrate Accomplishments	McFerran will celebrate student academic success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party.	Other	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter, Ellis
Intervention groups from PLC data	Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers
Reading Eggs	This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2015	12/01/2016	\$0	Pratt
Inquiry Based Learning	Teachers will utilize research based learning programs.	Academic Support Program	08/10/2016	12/01/2017	\$0	Textbook committee, Bush, Carter, Ellis
Intervention	Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0	Shelton, Thomas, Casey, Pratt, Carter
Language Mechanics	Teachers will incorporate language mechanic skills across all grade levels. McFerran writing committee created a skills list for each grade level to master specific skills by the end of each particular grade level. All teachers will implement the language skills found in Journeys.	Academic Support Program	08/10/2015	12/01/2016	\$0	All teachers

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IPads	Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program, Technology	08/10/2016	12/01/2017	\$0	Bush, Carter, Ellis, Hobbs
Student Goal Setting Folders	Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt
Response to Intervention	Students are given intervention activities to improve identified skills per CASCADE, common assessment data and/or individual needs. Students participate in small-group instruction and are integrating social studies content during the reading instruction.	Other	08/10/2016	12/01/2017	\$0	Fifth grade teachers, Pratt, Carter
Bellarmino Literacy Project	Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	Bush, Carter, Wylie
Response to Intervention	testing	Other	08/10/2016	12/01/2017	\$0	Fourth and Fifth grade teachers, Pratt, Carter
Celebrate Accomplishments	McFerran will celebrate student and teacher success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party. Teachers are able to voice celebrations and shout outs on a weekly basis.	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Ellis, Pratt
Student Goal Setting Folders	Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt
Daytime ESS	Extended School Services are offered before, during, and afterschool to increase student proficiency in reading and math	Academic Support Program	08/10/2015	12/01/2016	\$0	Wehrley, Kindergarten teachers

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Embedded Professional Development	Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the reading standards and what students need to know to show mastery. Teachers will also focus on learning to plan and deliver more intentional and effective core instruction (1 of 6 Key Core Work Processes for Novice Reduction).	Professional Learning	08/10/2016	12/01/2017	\$0	Carter, Pratt
Master Schedule	The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0	Pratt, Carter, Scheduling Committee
Intervention	Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2015	12/01/2016	\$0	Shelton, Thomas, Casey, Carter, Pratt
Interventions	Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0	Wehrley, Pratt, Carter
Home Project	Every 9 weeks students will be assigned a home project linked to the social studies content. This activity is an extension of the learning day. Students are provided any materials needed and are encouraged to work with family members to complete the project. Rubric and/or grading scale is provided at the beginning of the assignment. Teachers have students report back through "check-ins" to monitor progress of home projects.	Academic Support Program, Parent Involvement	08/10/2016	12/01/2017	\$0	Fifth grade teachers
Envision	All teachers will participate in professional development and continual training on Envision math system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt
Novice Reduction Focus Groups	Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Class Size Reduction, Academic Support Program, Direct Instruction	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt

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Monitor Student Progress/Collaboration	Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0	Bush, Pratt, Carter
Bellarmino Literacy Project	Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	Bush, Carter, Wylie
Wellness Policy	SBDM will review Wellness Policy yearly to ensure health and fitness are implemented throughout the curriculum.	Other	08/10/2016	12/01/2017	\$0	Bush, SBDM council members
Family Connections through communication	McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	all teachers, administration , Houston
Family Connections through feedback	McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	Bush, Carter, Houston, teachers
Practical Living Review	Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0	Carter, Krouse, Geary, Committee Members
Monitor Student Progress/Collaboration	Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning, Academic Support Program	08/10/2016	12/01/2017	\$0	Carter, Pratt

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Monitor Student Progress/Collaboration	Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0	Bush, Carter, Pratt
Counseling Program	McFerran's Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	Shackelford, Zakem, Houston
Family Connections through communication	McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Community Engagement, Parent Involvement	08/10/2016	12/01/2017	\$0	all teachers, administration, Houston
Embedded Professional Development	Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold Day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the standards and what students need to know to show mastery.	Professional Learning	08/10/2016	12/01/2017	\$0	Carter, Pratt
Master Schedule	The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0	Pratt, Carter, Scheduling Committee
Integration	Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	Other	08/10/2016	12/01/2017	\$0	Fifth grade teachers
Reading Learning Targets	Teachers will post and articulate learning targets in student friendly language for all reading lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0	All teachers and instructional staff
Math Learning Targets	Teachers will post and articulate learning targets in student friendly language for all math lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0	All teachers and instructional staff
Counseling Program	McFerran Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0	Shackelford, Zakem, Houston

Total

\$0

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

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

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

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

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

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

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

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

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

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:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the 2017 KPREP in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement Community Engagement	08/10/2016	12/01/2017	\$6038 - Title I Schoolwide	Bush, Carter, Houston, teachers

Goal 2:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2017 as measured by KPREP Test.

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Strategy1:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement Community Engagement	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Houston, teachers

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

Goal 1:

All students at McFerran will be proficient in English Language Arts and Math by 2019

Measurable Objective 1:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2019 as measured by KPREP Test.

Strategy1:

Textbook - All students will have sufficient access to standards aligned instructional materials and textbooks (Envision)

Category: Learning Systems

Research Cited: Common Core

Activity - iPads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program Technology	08/10/2016	12/01/2017	\$0 - Text Books	Bush, Carter, Ellis, Hobbs

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

Activity - Envision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development and continual training on Envision math system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Text Books	Bush, Carter, Pratt

Measurable Objective 2:

68% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Reading in English Language Arts by 12/01/2019 as measured by KPREP test.

Strategy1:

Textbooks - All students will have sufficient access to standards aligned instructional materials and textbooks (Journeys).

Category: Learning Systems

Research Cited: Common Core

Activity - iPads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Technology Academic Support Program	08/10/2016	12/01/2017	\$26368 - Text Books	Bush, Carter, Ellis, Hobbs

Activity - Journeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development and continual training on Journeys reading system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2019	\$0 - Text Books	Bush ,Carter, Pratt

Measurable Objective 3:

65% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in Language Mechanics and On-Demand writing in English Language Arts by 12/01/2019 as measured by KPREP Test.

Strategy1:

Textbooks - All students will have sufficient access to standards aligned instructional materials and textbooks (Journeys).

Category: Learning Systems

Research Cited: Common Core

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Activity - Journeys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in professional development and continual training on Journeys reading system to better instruct and differentiate learning for students.	Academic Support Program	08/10/2016	12/01/2019	\$0 - Text Books	Bush ,Carter, Pratt

Activity - iPads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ipads are used as wireless readers for students that struggle with reading and/or have accommodations. They are also used for supplemental instruction as a means to engage students in content related tasks.	Academic Support Program Technology	08/10/2016	12/01/2017	\$26368 - Text Books	Bush, Carter, Ellis, Hobbs

Goal 2:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

6% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to perform in reducing Novice scores in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master during Tier I instruction.	Academic Support Program	08/10/2016	12/01/2017	\$35110 - Title I Schoolwide	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2015	12/01/2016	\$72386 - Title I Schoolwide	Shelton, Thomas, Logsdon, Carter, Pratt

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and afterschool to increase student proficiency in reading and math	Academic Support Program	08/10/2015	12/01/2016	\$50227 - District Funding	Wehrley, Kindergarten teachers

Strategy2:

Reading Demo Room - Identified Tier II and Tier III students will be given intentional reading instruction for extended time in a small classroom environment. During this time the teacher will be teaching reading in the content areas of science and social studies. Additionally, teacher will focus on specific reading/comprehension strategies.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demo reading room for students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/10/2015	12/01/2016	\$124000 - School Council Funds	Shelton, Thomas, Logsdon

Strategy3:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy4:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Strategy5:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Academic Support Program Class Size Reduction Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy6:

Bellarmine Literacy Project(BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

Activity - Bellarmine Literacy Project(BLP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Strategy7:

Extended School Services - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category:

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2015	12/01/2016	\$0 - Title I Schoolwide	Pratt

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Wehrley, Pratt, Carter

Measurable Objective 2:

48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency on the 2017 KPREP in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Professional Development of Teachers - Teachers will participate in high quality professional development led by Goal Clarity Coach and In-house Instructional Coach.

Category: Professional Learning & Support

Research Cited: DuFour

Comprehensive School Improvement Plan

Mcferran Preparatory Academy

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the reading standards and what students need to know to show mastery. Teachers will also focus on learning to plan and deliver more intentional and effective core instruction (1 of 6 Key Core Work Processes for Novice Reduction).	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy2:

Inquiry Based Learning/Technology - Teachers will utilize research based programs for all content areas.

Category:

Research Cited: Inquiry based learning

Activity - Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize research based learning programs.	Academic Support Program	08/10/2016	12/01/2017	\$10000 - Title I Schoolwide	Textbook committee, Bush, Carter, Ellis

Strategy3:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy4:

Student Non-Academic & Academic Needs - Systematic approach for students to be matched to an adult advocate based on physical, social, emotional, behavior, and/or academic need.

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Category: Learning Systems

Research Cited: Student Success

Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-Academic data is collected regularly through the school Success Coaches (Instructor I), Attendance Committee and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Ellis, Houston, Nichols, Pratt, Shackelford, Sutton, White, Zakem

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran's Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shackelford, Zakem, Houston

Activity - AMIGO program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This is a school based program that matches an adult advocate with a student(s) based on need. The adult acts as a role model/mentor/advocate for the student throughout the school year. The Amigo program links highly qualified teachers with students in need. This program is a huge part of our school's culture and climate and helps maintain the moral of students and teachers.	Behavioral Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Krouse

Strategy5:

Reading Learning Targets/Statements - Teachers will post and articulate learning targets in student friendly language for all reading lessons.

Category: Learning Systems

Research Cited: Common Core & DuFour

Activity - Reading Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in student friendly language for all reading lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	All teachers and instructional staff

Strategy6:

Celebrate Accomplishments - Students will be recognized for individual growth based on results from CASCADE and KRPEP.

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Category: Continuous Improvement

Research Cited: Student Success

Activity - Celebrate Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran will celebrate student and teacher success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party. Teachers are able to voice celebrations and shout outs on a weekly basis.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Ellis, Pratt

Strategy7:

Bellarmine Literacy Project - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Professional Learning & Support

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Strategy8:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement Parent Involvement	08/10/2016	12/01/2017	\$6038 - Title I Schoolwide	Bush, Carter, Houston, teachers

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Activity - Family Connections through communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Parent Involvement Community Engagement	08/10/2016	12/01/2017	\$0 - No Funding Required	all teachers, administration, Houston

Activity - Family Connections through participation in learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran host two Family Nights (Reading and Math) where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Parent Involvement Community Engagement	08/10/2016	12/01/2017	\$0 - No Funding Required	Houston, grade level teacher representatives

Measurable Objective 3:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy2:

Extended School Services-ESS - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt, Druen

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$194771 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy3:

Kindergarten-3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by late September/ early October each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: RTI

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before,during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$50695 - Title I Schoolwide	Wehrley, Kindergarten teachers

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Pratt, Carter, Scheduling Committee

Strategy4:

Bellarmine Literacy Project (BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Comprehensive School Improvement Plan

McFerran Preparatory Academy

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Strategy5:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Strategy6:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

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McFerran Preparatory Academy

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Goal 3:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, team teachers

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McFerran Preparatory Academy

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Strategy2:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

Strategy3:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

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Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy4:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy5:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

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Measurable Objective 2:

6% 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 collaborate to reduce Novice performance in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Academic Support Program Direct Instruction Class Size Reduction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy2:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy3:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

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Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, team teachers

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy4:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

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Strategy5:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Strategy6:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Schoolwide	Wehrley, Pratt, Carter

Measurable Objective 3:

SY 2016-2017

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48% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2017 as measured by KPREP Test.

Strategy1:

Inquiry Based Learning - Teachers will utilize research based programs for all content areas.

Category:

Research Cited: Inquiry based learning

Activity - Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize research based programs for all content areas. This can include Envisions, Science Foss Kits, and Journeys in the content areas and use of technology to enhance learning. Teachers can utilize math journals and writing logs to demonstrate learning in writing.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt, Rosenauer, Text book committees

Strategy2:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter

Strategy3:

Math Learning Targets/Statements - Teachers will post and articulate learning targets in student friendly language for all math lessons.

Category: Learning Systems

Research Cited: Common Core

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Activity - Math Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in student friendly language for all math lessons.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	All teachers and instructional staff

Strategy4:

Family Connections - McFerran host two Family Nights(Reading and Math). McFerran regularly informs families of their children's learning progress through daily communications in the students' agendas, behavior folders, phone calls, and monthly newsletter. McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at Site Based Decision Making (SBDM) Council meetings as long as the correct protocol is followed.

Category: Stakeholder Engagement

Research Cited: National Community Education Association

Activity - Family Connections through participation in learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran host two Family Nights (Reading and Math) where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement Parent Involvement	08/10/2016	12/01/2017	\$0 - No Funding Required	Houston, grade level teacher representatives

Activity - Family Connections through feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and informally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Community Engagement Parent Involvement	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Houston, teachers

Activity - Family Connections through communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran regularly informs families of their children's learning progress and behavior through daily communication in the students' agendas, phone calls, and monthly newsletter.	Parent Involvement Community Engagement	08/10/2016	12/01/2017	\$0 - No Funding Required	all teachers, administration, Houston

Strategy5:

Celebrate Accomplishments - Students will be recognized for individual growth based on results from CASCADE and KPREP.

Category: Continuous Improvement

Research Cited: Student Success

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McFerran Preparatory Academy

Activity - Celebrate Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran will celebrate student academic success. Students performing at the proficient/distinguished levels on KPREP will have their names on poster displayed in the school. Students that perform proficient/distinguished on CASCADE names will appear in the school's monthly newsletter. Additionally, students who show growth, in any area, from one assessment to the next will be invited to the Growth/Proficiency Party.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Ellis

Strategy6:

Professional Development of Teachers - Teachers will participate in high quality professional development led by Goal Clarity Coach and In-House Instructional Coach.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development led by our district funded Goal Clarity Coach and In-House Instructional Coach may occur during PLCs, faculty meeting, and or Gold Day. Teachers will use this time to learn about researched based strategies and practices to implement, reflect on teaching, and how students will progress. Teachers will also participate in book studies that help decompose the standards and what students need to know to show mastery.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy7:

Student Non-Academic & Academic Needs - This a school based program that matches an adult advocate with a student(s) based on need. The adult acts as a role model/mentor/advocate for the student(s) throughout the school year.

Category: Learning Systems

Research Cited: Student Success

Activity - AMIGO program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Amigo program is continual throughout the year with students visiting their "amigo" at least once per week. The amigo visits can be initiated by student or adult. This program helps deter misbehavior, facilitate academic accountability and enhance student-adult interpersonal skills which many of our students need to be successful.	Behavioral Support Program Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Krouse

Activity - Counseling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran Counseling team meets systematically with all students teaching social, emotional, safety, health, and behavior skills. These are targeted strategies to promote life long problem-solving skills.	Behavioral Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shackelford, Zakem, Houston

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Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-Academic data is collected regularly through the school Success Coach, Attendance Committee, and School Climate Committee. McFerran's Success Coach works regularly with students having behavior difficulties and collect/reports data to the RTI team. Attendance is taken daily and reviewed weekly by the attendance committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure student's basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL survey and Comprehensive School Survey).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Ellis, Houston, Nichols, Shackelford, Sutton, White, Zakem

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

Goal 1:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Kindergarten-3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by late September/ early October each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: RTI

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

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Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Pratt, Carter, Scheduling Committee

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$50695 - Title I Schoolwide	Wehrley, Kindergarten teachers

Goal 2:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

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McFerran Preparatory Academy

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

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

Goal 1:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

6% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to perform in reducing Novice scores in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Extended School Services - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category:

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2015	12/01/2016	\$0 - Title I Schoolwide	Pratt

Strategy2:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and afterschool to increase student proficiency in reading and math	Academic Support Program	08/10/2015	12/01/2016	\$50227 - District Funding	Wehrley, Kindergarten teachers

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2015	12/01/2016	\$72386 - Title I Schoolwide	Shelton, Thomas, Logsdon, Carter, Pratt

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master during Tier I instruction.	Academic Support Program	08/10/2016	12/01/2017	\$35110 - Title I Schoolwide	Pratt, Carter, Scheduling Committee

Goal 2:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

6% 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 collaborate to reduce Novice performance in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy2:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE

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Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

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

Goal 1:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific

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skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy2:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy3:

Bellarmine Literacy Project (BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Strategy4:

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Kindergarten-3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by late September/ early October each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: RTI

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before,during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$50695 - Title I Schoolwide	Wehrley, Kindergarten teachers

Strategy5:

Extended School Services-ESS - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt, Druen

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$194771 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy6:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Measurable Objective 2:

6% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to perform in reducing Novice scores in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE

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Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2015	12/01/2016	\$72386 - Title I Schoolwide	Shelton, Thomas, Logsdon, Carter, Pratt

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and afterschool to increase student proficiency in reading and math	Academic Support Program	08/10/2015	12/01/2016	\$50227 - District Funding	Wehrley, Kindergarten teachers

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master during Tier I instruction.	Academic Support Program	08/10/2016	12/01/2017	\$35110 - Title I Schoolwide	Pratt, Carter, Scheduling Committee

Strategy2:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

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Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy3:

Extended School Services - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category:

Research Cited:

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Wehrley, Pratt, Carter

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2015	12/01/2016	\$0 - Title I Schoolwide	Pratt

Strategy4:

Reading Demo Room - Identified Tier II and Tier III students will be given intentional reading instruction for extended time in a small classroom environment. During this time the teacher will be teaching reading in the content areas of science and social studies. Additionally, teacher will focus on specific reading/comprehension strategies.

Category: Learning Systems

Research Cited: Response to Intervention

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Demo reading room for students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/10/2015	12/01/2016	\$124000 - School Council Funds	Shelton, Thomas, Logsdon

Strategy5:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Direct Instruction Academic Support Program Class Size Reduction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy6:

Bellarmine Literacy Project(BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project(BLP)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Strategy7:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

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Goal 2:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

6% 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 collaborate to reduce Novice performance in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Novice Reduction Focus Groups - Students in multiple gap groups that scored Novice on last year's KPREP are directly targeted and pulled for small group direct core instruction.

Category: Continuous Improvement

Research Cited: Direct Instruction

Activity - Novice Reduction Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that have been identified as Novice by KPREP are directly targeted for multiple gap groups and taught core instruction in small focused group.	Academic Support Program Class Size Reduction Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy2:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy3:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

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Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy4:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

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Strategy5:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy6:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, team teachers

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Measurable Objective 2:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Academic Support Program Direct Instruction	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, team teachers

Strategy2:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

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Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy3:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy4:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

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Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Strategy5:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

67.3% of McFerran students will be proficient/distinguished in READING by 2019

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core Reading standards in Reading by 12/01/2017 as measured by KPREP Test.

Strategy1:

Professional Learning Communities (PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFours

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Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Strategy2:

Kindergarten-3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE Assessment by late September/ early October each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: RTI

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides daily intervention and enrichment time for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2015	12/01/2016	\$0 - No Funding Required	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Shelton, Thomas, Casey, Carter, Pratt

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before,during, and after school to increase student proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$50695 - Title I Schoolwide	Wehrley, Kindergarten teachers

Strategy3:

Intervention groups from PLC data - Students are selected for intervention based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standard will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

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Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and/or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Other Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy4:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Strategy5:

Extended School Services-ESS - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instructions identified by current CASCADE data. Special attention will be given to students who have attendance issues.

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McFerran Preparatory Academy

Category: Learning Systems

Research Cited: RTI

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based, district funded program is designed to either enrich students whom have mastered standards or help extend learning for students whom have not met mastered specific skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt, Druen

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$194771 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy6:

Bellarmine Literacy Project (BLP) - Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.

Category: Learning Systems

Research Cited: National Reading Panel

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers K- 3 have been invited to participate in a capacity building model for learning practices for teaching researched based and culturally relevant strategies.	Professional Learning Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Wylie

Goal 2:

67.5% of McFerran students will be proficient/distinguished in MATH by 2019.

Measurable Objective 1:

47% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Math standards in Mathematics by 12/01/2016 as measured by KPREP Test.

Strategy1:

Extended School Service - Extended School Services will provide learning support before, during and after school. This time will be dedicated to working with students on skill based instruction identified by current CASCADE data. Special attention will be given to students who have attendance issues.

Category: Learning Systems

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McFerran Preparatory Academy

Research Cited: RTI

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists and retired teachers will work with classroom teachers, Tier II and Tier III students (in small groups) to reinforce specific instructional strategies and standards based skills.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Schoolwide	Wehrley, Pratt, Carter

Strategy2:

Intervention groups from PLC data - Students are selected for interventions based on CASCADE or common assessment data or individual need. Teachers which excelled in teaching a specific skill/standards will reteach students that performed below mastery in that specific skill/standard. After extended learning opportunities students will be reassessed to check for mastery.

Category: Learning Systems

Research Cited: Response to Intervention (RTI)

Activity - Intervention groups from PLC data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE or common assessment data and /or individual needs. Students participate in smaller group instruction utilizing strategies for a specific skill/standard.	Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	team teachers, Carter, Pratt, Retired teachers, ESL teachers, ECE resource teachers

Strategy3:

Professional Learning Communities(PLCs) - Teachers will work together in collaborative teams using the researched based model of Rick and Becky DuFour to analyze data as a means to drive instructional practices.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Monitor Student Progress/Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student work from teacher made common assessments and district made assessments in Reading and Math. Analysis of these assessments will be used to place students into either intervention or enrichment groups for differentiated instruction. Additionally, teachers discuss and use common core standards to plan engaging and rigorous common assessments. Teams submit a goal clarity window and or Response to Intervention (RTI) paperwork that 'name and claim' students that are in the needed intervention or enrichments groups for a specific standard or skillset. Periodically, the Instructional Leadership Team (ILT) will meet to review and revise levels of implementation based on current data.	Academic Support Program Professional Learning	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Pratt

Strategy4:

Kindergarten - 3rd grade strategies to increase proficiency - McFerran Kindergarten teachers will screen students with the BRIGANCE

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Assessment by October 1 each year, as required by the state of Kentucky. This data will be used to identify students which need early interventions in reading and math.

Category: Continuous Improvement

Research Cited: Response to Intervention

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule provides time for daily intervention and enrichment for each grade level K-5. This time is specifically set aside to teach standards and skills which students do not master.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Pratt, Carter, Scheduling Committee

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionist work with specific students during intervention time that is allocated daily in the master schedule. Additionally, 1st -3rd grade students have access to the Demonstration room for Reading and Math, where a Master Teacher teaches specific instructional strategies to foster success in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Shelton, Thomas, Casey, Pratt, Carter

Activity - Daytime ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extended School Services are offered before, during, and after school to increase students proficiency in reading and math.	Academic Support Program	08/10/2016	12/01/2017	\$0 - Title I Part A	Wehrley, Kindergarten teachers, Kindergarten Instructional Assistants

Strategy5:

Specific Instructional Strategies - Specific Strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: DuFour, Journal of Educational Research

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Students will focus on their chosen strategy to improve skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, team teachers

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Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Direct Instruction Academic Support Program	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter, Itinerate teachers

Goal 3:

74.1% of McFerran students will be proficient/distiguated in SOCIAL STUDIES by 2019

Measurable Objective 1:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in Kentucky Common Academic Standards in Social Studies by 12/01/2017 as measured by KPREP Test.

Strategy1:

Response to Intervention (RTI) - Students are selected for intervention based on CASCADE data or individual need.

Category: Learning Systems

Research Cited: RTI

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE, common assessment data and/or individual needs. Students participate in small-group instruction and are integrating social studies content during the reading instruction.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Fifth grade teachers, Pratt, Carter

Strategy2:

Specific Instructional Strategies - Specific strategies to help students reach proficiency.

Category: Learning Systems

Research Cited: Journal of Educational Research

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Activity - Modeling Instructional Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McFerran students will participate in modeling and practicing sessions for different instructional strategies on a monthly basis. Itinerate teachers will utilize Multiple Choice, Short Answer, and Extended Response Questions to demonstrate our school wide instructional strategies. The multiple-choice test taking strategy school-wide is RKPEA (Read, Keywords, Predict, Eliminate, Answer). To answer short answer constructed responses our school-wide strategy is RAP (Restate, Answer, Prove). To answer extended response our school-wide strategy is RUNCARS (Read, Underline & circle, Number parts, Content vocabulary, Answer with, Restate, and Support).	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, Itinerate teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for Extended Response and Short Answer. During this time teachers will provide immediate feedback on how to improve written responses.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Carter, Pratt, team teachers

Activity - Student Goal Setting Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students review scores of recent proficiency test and self-assess which strategies they will need to improve on their next test. Student will focus on their chosen strategy to improve their skills.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, Pratt, Carter

Goal 4:

64.6% of McFerran students will be proficient/distinguished in WRITING by 2019

Measurable Objective 1:

43% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency in common core Language standards and On-Demand situations in Writing by 12/01/2017 as measured by KPREP Test.

Strategy1:

Response to Intervention (RTI) - Students will receive interventions based on results from On-Demand writing day(s), and classroom assessments.

Category: Learning Systems

Research Cited: RTI

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
testing	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Fourth and Fifth grade teachers, Pratt, Carter

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All students at McFerran Preparatory Academy will be proficient in all Program Review categories.

Measurable Objective 1:

demonstrate a proficiency in the area of Arts & Humanities, Practical Living and Writing by 12/01/2017 as measured by the collection of performance assessments and artifacts.

Strategy1:

Practical Living Review - Practical Living committee members will meet regularly to collect and review evidence.

Category: Management Systems

Research Cited: Program Review

Activity - Practical Living Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Krouse, Geary, Committee Members

Activity - Wellness Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will review Wellness Policy yearly to ensure health and fitness are implemented throughout the curriculum.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Bush, SBDM council members

Strategy2:

Writing Review - Writing committee members will meet regularly to collect and discuss evidence.

Category: Management Systems

Research Cited: Program Review

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Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have regular meetings with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Krouse, Evans, Committee Members

Strategy3:

Arts and Humanities - The Arts & Humanities team will collect and provide evidence of student activities/work to show proficiency throughout the school.

Category: Management Systems

Research Cited: Program Review

Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have regular meeting with team members, report to SBDM, and collect evidence of proficient/distinguished student work. Exemplar lesson plans will also be collected and shared.	Other	08/10/2016	12/01/2017	\$0 - No Funding Required	Carter, Krouse, Lutes, committee members

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?

McFerran Preparatory Academy consists of 743 students in grades K- 5. McFerran is located on Detrick campus and houses government funded Head start and Pre- K programs consisting of 229 students. Also located in our building is the Western Day Treatment facility which primarily focuses on low class sizes for children with severe emotional/behavioral needs. Western Day Treatment has approximately 24 students. Our total enrollment for the 2015-16 school year was 996 students. McFerran is located in an urban area of west Louisville, the state's largest city. McFerran is parallel to the Park Hill government housing units, and next to the Park Hill Community Center. McFerran's free and reduced lunch population is 93.3% and we have a mobility index of 10%. McFerran has 6 ECE units, and 144 ESL students. McFerran's staff is diverse in ethnicity, religion, and educational backgrounds. We serve a community that is overwhelmed with underemployment, incarceration, low socio-economic status, crime, drugs, poverty and low education level. Many of our students live within a single parent household or are raised by extended family members due to the aforementioned reasons. The staff members at McFerran are culturally competent, and do not allow challenges to interfere with high expectations of every students.

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.

The McFerran Preparatory Academy Program is a choice program focused on serving the needs of students with varying abilities. The Academy offers a learning environment that emphasizes a structured and orderly setting. The McFerran Preparatory Academy stresses the following:

- * Academic achievement in the basic skills areas
- * A sense of pride and self-worth
- * Behavior appropriate to the school setting
- * Parental/Guardian involvement and commitment
- * Creative problem solving and students projects
- * Concepts of patriotism, courtesy, and moral values
- * A clearly established dress code

McFerran Preparatory Academy students actively participate in a hands-on curriculum enhanced by the latest technology. Students use state-of-the-art hypermedia as they apply skills in the real-world problem solving and communication. Students within the Academy earn pins, badges, and other tokens of recognition for successful completion of special projects, academic achievement, leadership, and good behavior. The goal of this recognition is to promote a self-worth and pride in belonging to a special group. We believe McFerran Preparatory Academy provides a unique opportunity for students to maximize their potential and become knowledgeable and involved citizens in our community.

Mission: McFerran Preparatory Academy Cares!

Community

Academic Excellence

Responsibility

Empowering every child to be

Successful

Vision: McFerran Preparatory Academy advocates that all members of the school community have a vital part in the development of the whole child. Staff, students, parents, and community members are called to the mission of developing citizens of tomorrow.

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.

Notable Achievements

McFerran's accomplishments include: Partnerships with The Louisville Science Center, University of Louisville and Bellarmine Literacy Project.

Areas of Improvement

McFerran's goal is to increase Proficient/Distinguished scores on KPREP in all academic areas.

McFerran's goal is to decrease Novice scores on KPREP in all academic areas.

Increase parent involvement and PTA memberships.

Through the Professional Learning Community (PLC) model we will plan/implement specifically designed instruction to meet the needs of struggling learners and provide enrichment opportunities for children who have mastered the content. McFerran is a pilot school participating in the DuFour's PLC research model. McFerran is participating in the Breakfast in the Classroom (BIC) program which provides breakfast to every child and the teacher free of charge. This program is research based and has proven to increase general learning environments, attendance, and student attentiveness and decrease discipline reports. McFerran students receive lunch for free daily and a fruit and vegetable snack three days a week. McFerran offers Advance Placement classes in the areas of Math and English and Language Arts for 4th and 5th grade students. McFerran provides a reading demonstration room for 1st, 2nd and 3rd grade learners who have fallen into the Tier 2 criteria. McFerran uses the RTI process to identify students who are not mastering content as quickly as their peers, and we use this information to match students appropriately with interventions to accelerate their learning.

Additional Information

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

The perception of our school and school leadership is very favorable according to data collected in surveys from parents, teachers and students (KYTELL Survey, Comprehensive School Survey, and SAC survey).