



# **Comprehensive School Improvement Plan**

**Medora Elementary**  
**Jefferson County**

Elizabeth A. White  
11801 Deering Road  
Louisville, KY 40272

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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.		Medora 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.**

Medora is a neighborhood school located in the South end of Louisville, Kentucky. Medora is a place where teachers come and stay for their whole career. Over the last few year, Medora has had several veteran teachers retire. This year, Medora has seven teachers that have fewer than 4 years of teaching experience. These teachers require more support with deconstructing standards, planning quality Core Instruction and Intervention lessons, and assessing students for mastery.

**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.**

66.9% of Third, Fourth, and Fifth grade students are eligible for Free and Reduced Lunch. In the Fall of 2016, 53% of Medora's kindergartener were NOT READY based on Brigance data. In contrast, 42% were READY and 5% were READY WITH ENRICHMENTS. Our student from poverty begin their careers at Medora begin their same age peers. Primary teachers must remediate foundations skills during the first few months of school, and continue to teach the expected curriculum. Students from poverty begin school behind their same aged peers and struggle to ever catch up.



## Comprehensive School Improvement Plan

Medora Elementary

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

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

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

OR

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

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

### Goal 1:

Organizational Improvement

### Measurable Objective 1:

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

### Strategy1:

TELL Survey - Medora Elementary will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

## Comprehensive School Improvement Plan

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Activity - Cultural information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora will review the TELL results to inform cultural changes.  Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff, Administrators

Activity - Instructional information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Administration, Teachers

### Strategy2:

Instructional Resources - Determine which textbooks and instructional materials align to Kentucky Core Academic Standards based classroom practices. Supplemental resources to textbooks, such as those supplied by our library, will be in compliance with Selection of Instructional Materials (LMS) document.

Category: Management Systems

Research Cited:

Activity - Determining materials and resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Individual teachers or grade level teams may request materials that are KCAS aligned after consultation with Resources Teachers for that content area and administration. Also, a committee may be formed to compare available resources to KCAS standards to support instructional practices if questionable.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff, Administrators

Activity - Purchase of materials and resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchasing materials will occur after approval. Pertinent information should be given to the bookkeeper, including resource title, author and ISBN number when available.	Academic Support Program	08/10/2016	12/29/2017	\$7500 - Text Books	Administrators, Classified Staff, Bookkeeper

### Strategy3:

PGES - By 2014-2015 Medora Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2016-2017 school year.

Category: Teacher PGES

Research Cited:

Activity - Continued Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional district/school support sessions will be provided for learning and implementing PGES.	Professional Learning	08/10/2016	12/29/2017	\$0 - No Funding Required	Administrators, Resource Teachers, Certified Staff, District Personnel

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Activity - Staff Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff Meetings will be used to present PGES modules and updates for completing required PGES documents.	Professional Learning	08/10/2016	12/29/2017	\$0 - No Funding Required	Principal, Assistant Principal

### Strategy4:

Technical Assistance - Medora will gain assistance from state and district resources to support instruction and planning.

Category: Professional Learning & Support

Research Cited:

Activity - District Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora will utilize district resources such as (but not limited to) proficiency and diagnostic assessments, CASCADE, curriculum maps, assessment maps, Goal Clarity Coach, Literacy Coach, Student Technology Coordinator, etc.	Academic Support Program	08/10/2016	12/29/2017	\$29600 - District Funding	Administrators, Coaches, Certified Teachers, STC

Activity - State Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora will utilize state resources such as (but not limited to) KCAS standards, CIITS, PGES, Program Reviews	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Administrators, Coaches, Certified Teachers

### Strategy5:

Transition to Kindergarten - Students entering kindergarten will be assessed for readiness skills.

Category: Early Learning

Research Cited:

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication and meetings with parents will model, encourage and provide resources for skills prior to the beginning of school.	Parent Involvement	08/10/2016	12/29/2017	\$200 - General Fund	Principal, Assistant Principal, Counselor, Kindergarten Teachers and Assistants

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be given the Brigance to assess school readiness.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	BAC, Kindergarten Teachers and Assistants

### Strategy6:

School Efficiency - Staff will complete various evaluation tools for areas other than reading/writing, mathematics, science, and social studies to ensure that students learn in a safe environment, and that will provide for social and emotional needs.

Category: Continuous Improvement

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Research Cited:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two parents will be elected to SBDM which will meet monthly. Parents will be invited to Literacy/Math Night, and will have the opportunity to attend two schoolwide Parent Teacher Conferences. Other communication with parents, such as phone calls, agenda notes, newsletters, student performances, and conferences will take place. Parents will have the opportunity to complete the Comprehensive School Survey.	Parent Involvement	08/10/2016	12/29/2017	\$0 - General Fund	Certified Teachers, Administrators

Activity - Extra-Curricular Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have a variety of extra-curricular programs to choose from to enhance student involvement and provide a sense of identity and belonging. These programs include cross-country, basketball, volleyball, cheerleading, chess club, guitar club, STLP, student council, science club, social studies club, orchestra, recycling club, and/or spotlight writers.	Behavioral Support Program	08/10/2016	12/29/2017	\$1000 - Other	Certified Staff, Classified Staff, Administrators

Activity - Social/Emotional	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social and emotional needs of students will be implemented through strategies such as those in the Care for Kids program. Issues such as discipline, suspensions, and poor attendance will be monitored weekly. Medora's Student Response Team will respond to situations requiring immediate attention, as well as discuss ways to create a positive learning climate. Best practices such as counseling for student needs and implementing our Wellness Policy for all students will contribute to an emotionally safe environment for each student.	Behavioral Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff (Classroom Teachers, Resource Teachers, Administrators) Classified Staff (Instructional Assistants)

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will conduct a review of programs in Arts & Humanities, Practical Living, Writing, and Primary Program focusing on meeting core content or common core standards. Reviews will address areas for improvement and revise practices.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified and Classified Staff, Administrators

Activity - Safety Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school safety plan will be reviewed and revised focusing on safe school environment. A review of all procedures will be conducted with the staff at least two times per year.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Administrators, All Staff



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

## **Introduction**

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

Stakeholders

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

Medora's Administrative Team (Principal, Assistant Principal, Counselor), Goal Clarity Coach, Literacy Coach, FRC Coordinator, Instructional Leadership Team Members, and School Based Decision Making Counsel



## Relationship Building

Overall Rating: 3.43

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

## Communications

Overall Rating: 3.29

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

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

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

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

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

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

	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: 2.86

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

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

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

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

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

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

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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: 3.17

	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.	Proficient

## Community Partnerships

Overall Rating: 3.0

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

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

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

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

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

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



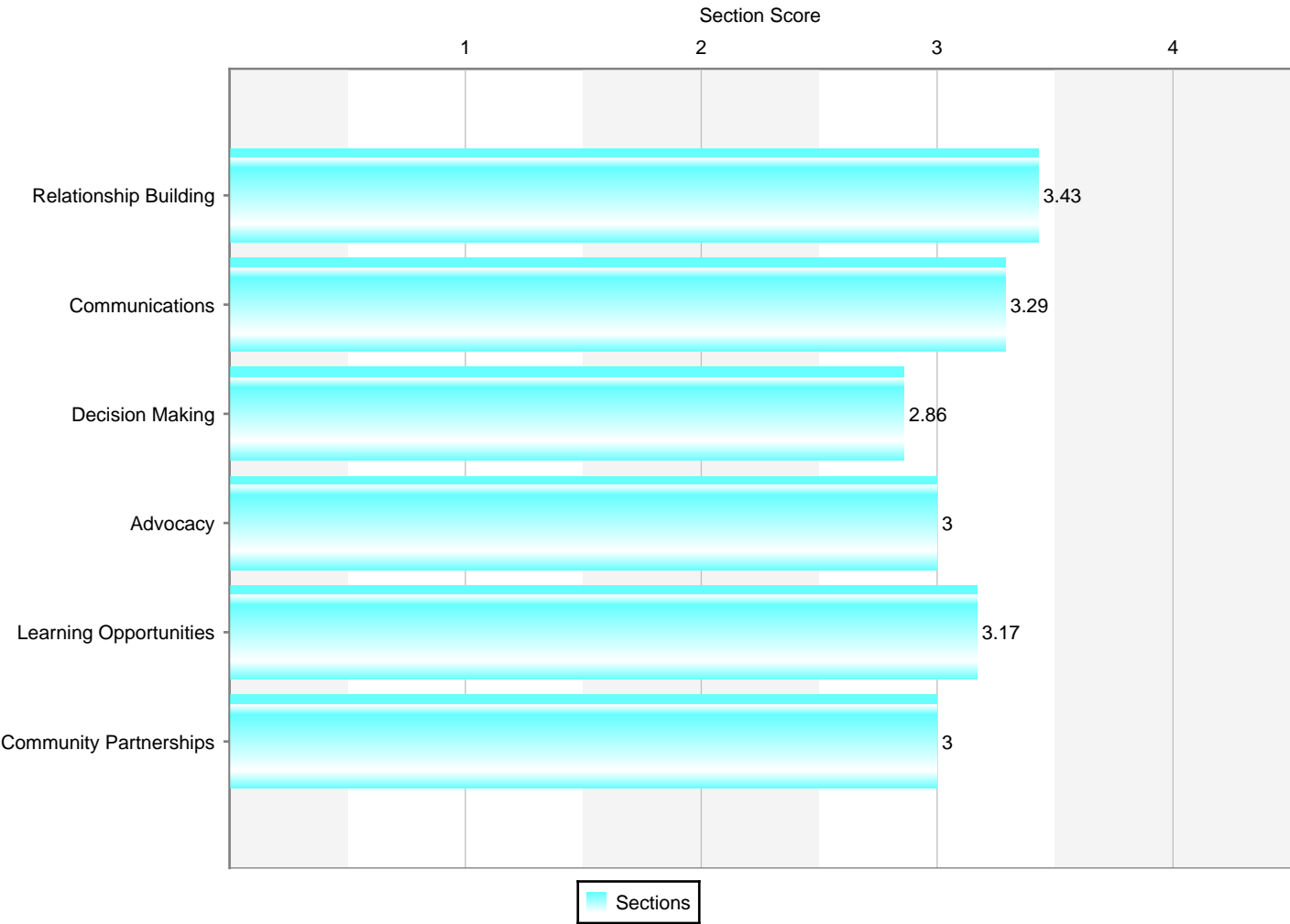
## **Reflection**

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

Medora has a strong community of parental involvement and support. This effort is a result of the following programs: PTA, Every 1 Reads Program, Watch Dog Volunteer Program, Schardein Mechanical, Heroes Program, Shively and Southwest Area Ministries, Highview Baptist Church, Bethany United Methodist Church, Ormsy Baptist Church, Safety City, and Junior Achievement.

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.**

Medora's Comprehensive School Improvement Plan was created, using last year's plan for reference and comparison. Medora has a distributed system of leadership through its Instructional Leadership Team. The plan was created with the ILT, Goal Clarity and Literacy Coaches. They made suggestions and improvements to the plan. Also, the plan was created with the Site-Based School Council, who also offered improvements or suggestions. The SBDM meeting to introduce and review the CSIP was publicly posted and communicated through a newsletter.

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

Instructional Leadership Team - a teacher from each grade level (who reports to two other grade level team members), an ECE teacher representative, a special area teacher representative, as well as the school instructional coaches and administrators. Their responsibilities include review of last year's/this year's plan, improvements, suggestions, and review.

SBDM - one administrator, three teachers, and two parents. Their responsibilities include review of last year's/this year's plan, improvements, suggestions, and review after ILT.

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

The final plan was communicated to stakeholders through the ILT and SBDM. Also the SBDM meeting where the final plan was presented was publicly posted and announced through newsletters. There was a public meeting held where parents were invited to review the plan and make suggestions or improvements.

## **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?**

At Medora Elementary, data is a required and vital tool used to guide instruction, understand student learning and misconceptions, and give feedback to teachers and students. We use data to answer questions about student knowledge of common core standards. Data is gathered on each student by assessments, classroom performance, and student work that allows the teacher to see whether or not a child is proficient (at a mastery level) or whether or not a student needs further instruction to reach mastery. Data also helps to answer the question of where student thinking is breaking down in the process of understanding a concept. This information helps teachers and administrators know where to plan and focus instructional strategies as a whole school, grade levels, individual classrooms, and/or individual students. Medora Elementary teachers, resource teachers, and administrators engage in a continuous process of analyzing data to determine and understand student performance and levels of understanding. Data is reviewed as a whole school, in grade level meetings, and staff meetings. Data is also presented, discussed and reviewed by the SBDM Council. KPREP Achievement-Accountability results for the 2015-2016 school year revealed that Medora scored 55.3% proficient/distinguished in reading, 56.2% in math, 66.2% in social studies, 53.2% in writing, and 45.2% in the area of Language Mechanics. In the area of Gap, Medora's proficient/distinguished scores were 48.4% in reading, 48.4% in math, 58.3% in social studies, and 43.8% in writing, and 40.0% in Language Mechanics. This indicates that those students who qualify in gap areas (free/reduced lunch, African-American, ECE, LEP, etc.) are not performing as well as students who do not fall into a gap area.

In addition to the assessments above, other types of data include district benchmark assessments (proficiencies and diagnostics), formative assessments, student work, and classroom performance. Each grade level meets weekly in Professional Learning Communities to discuss and analyze data, plan instruction and create formative assessments. Every other week students are assessed on specific concepts and are grouped for extra support and instruction or for enrichment, depending on whether or not the concept was mastered. Students needing extra support meet for further instruction. Other data is also considered in planning for instruction and support. This data includes attendance, behavior, suspension, health, etc. These data help to individualize plans for instruction for specific students. The above-mentioned process is conducted in all grade levels.

This data, while vital, does not give us information on how to reach each student. Students learn in different ways and at various rates. Knowing and understanding the data is a springboard to future planning and discussion about how improvement in student performance will be implemented. Teachers at Medora conduct Profession Learning Communities for this purpose. Teachers, resource teachers, and administrators come together to provide meaningful application to data by improvement planning and discussion of implementation.



## **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?**

Medora showed areas of strength in its overall KPREP score. Our accountability index was 70.5. Our biggest strength was in Novice Reduction and Achievement in the subject areas of Reading, Social Studies and Writing. Scores for Achievement in Social Studies was 66.2% proficient/distinguished for all students and 53.2% in Writing. Our Novice Reduction in Reading was 23.5% which decreased from previous year of 30.7%. Our Growth score was 61.9%, which was an increase of .4% from the previous year.

In order to maintain these areas of strength we are continuing to follow the process of planning and teaching directly from the common core standards. Classwork and assignments are tightly aligned with the standards, and formative assessments and projects will be conducted prior to benchmark assessments, giving students the opportunity to demonstrate mastery prior to being assessed.

At Medora, we celebrate student success and improvement. Our data shows that we are making progress toward all students reaching proficiency. Our students are gathered together to celebrate performance and improvement from previous performance on assessments. We celebrate not only achievement in terms of numbers, but also recognize effort through programs such as Student of the Month, Town Hall meetings, and classroom recognitions.

## **Opportunities for Improvement**

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

Medora has identified a main area for improvement. Data shows that the scores for combined reading/math is 55.8% for all students vs. 48.4% for gap students. The difference between total achievement scores and gap scores range from 5.2% in Language Mechanics, 6.9% in Reading, 7.8% in Math and 7.9% in Social Studies; however our gap scores do exceed those of the district and state in reading, math, and the district scores in social studies. The subgroup of greatest concern is our Free/Reduced lunch. It is our largest subgroup, and contains most students found in the other subgroups. The system we have in place for the 2016-2017 school year is designed to address this concern.

## Conclusion

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

Medora made AMO this year and considered a proficient school, reduced novice in reading and met target goals for Social Studies and On-Demand Writing, however, we did not meet the target goal for math and reading. The performance of our gap students is behind that of our non-gap students. We have designed a system of interventions that include remediation for specific students that do not demonstrate mastery of common core standards. We also have designed an RTI process that identifies the needs of each student in the school in the areas of reading and math. Students who are performing below grade level in reading and math, will participate in computer based programs as well as classroom and Team Time interventions. We will be using the program AimsWeb to assist staff in identifying student skill deficits, providing instructional interventions that focus on that skill, as well as tracking student progress. We are also using Moby Max for reading and Math interventions to ensure students have the ability to obtain support from different resources. We offer small group instruction for remediation in all content areas, and closely monitor their progress. Monitoring of student performance in all programs occurs through routine and continual data analysis.

Medora is on track to make improvements each year in student achievement. There is a systematic approach to align work between planning from the common core standards, instruction, and assessment. This promotes vertical alignment between grade levels and within the school by designing programs and procedures common to all students. Teachers will be provided with extra PLC's during faculty meetings to meet with their team and focus on intentional planning and analyzing student work. Writing PD's will be implemented to strengthen teachers instruction and assessing of writing and the school's involvement with the Bellarmine Literacy Project also will provide teachers with support and strategies to increase the learning achievement for our gap students.

Our next area of concern is to deepen work with our gap students to explore effective ways of instruction and learning. Teachers are being provided with Professional Development that focuses on Novice Reduction strategies. Those PD's include focusing on academic strategies such as five criteria of effective feedback, metacognitive conversations as well as explicit direction instruction. This also includes nonacademic avenues such as relationship-building, co- and extra-curricular activities, and communication between teacher, student, and parents. We expect that each year will be more successful than the previous one, and that we will continue to be identified as a proficient school.

## **2016-2017 Medora CSIP**

# Overview

**Plan Name**

2016-2017 Medora CSIP

**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	Meet Delivery Targets in all five content areas and meet Novice Reduction Goals by 2019	Objectives: 6 Strategies: 12 Activities: 28	Academic	\$91657
2	Organizational Improvement	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$38300
3	Increase the number of students scoring Proficient/Distinguished to 73.1 by 2019 in all five content areas.	Objectives: 4 Strategies: 8 Activities: 24	Academic	\$25160

# Goal 1: Meet Delivery Targets in all five content areas and meet Novice Reduction Goals by 2019

## Measurable Objective 1:

62% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading common core standards in English Language Arts by 12/29/2017 as measured by KPREP.

## Strategy 1:

Reading Interventions - Novice and apprentice students will engage in a system of interventions designed to increase reading performance and reach proficiency.

Category: Learning Systems

Research Cited: Marzano, DuFour, Saphier

Activity - Team Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will engage in Team Time Monday-Thursday, designed for support in mastering reading concepts. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$13039	District Funding	Retired JCPS teachers, Certified Teachers, Instructional Assistants
Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze formative data, group students for support by specific reading content, and plan instruction for Team Time.	Academic Support Program	08/10/2016	12/29/2017	\$16120	District Funding	Certified Teachers
Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students participating in Team Time will be progress monitored by a formative assessment. Students will also be monitored for reading progress through Developmental Reading Assessments throughout the year, district diagnostics and proficiencies, and classroom observation. CASCADE will be used to analyze data for improvement of instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Instructional Assistants
Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice and Apprentice students will participate in computer based program to increase student achievement and provide support for learning.	Academic Support Program	08/10/2016	12/29/2017	\$3700	District Funding	Certified Teachers

## Strategy 2:

Response to Interventions - All novice and apprentice students will be monitored through the RTI process focusing on basic reading, comprehension, and/or fluency

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skills.

Category: Learning Systems

Research Cited: DuFour, Marzano

Activity - Basic Reading RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving interventions for basic reading skills will be progress monitored biweekly using Running Record.	Academic Support Program	08/10/2016	12/29/2017	\$4346	District Funding	Certified Teachers

Activity - Comprehension RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving interventions for comprehension skills will be progress monitored biweekly using reading passages with comprehension questions.	Academic Support Program	08/10/2016	12/29/2017	\$4346	District Funding	Certified Teachers

Activity - Fluency RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving interventions for fluency skills will be progress monitored biweekly using Oral Reading Fluency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$4346	District Funding	Certified Teachers

### Measurable Objective 2:

59% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core standards in Mathematics by 12/29/2017 as measured by KPREP.

### Strategy 1:

Standards Development - Teachers and the GCC will work together to deconstruct standards and align rigorous materials for instruction and practice.

Category: Learning Systems

Activity - Analyze Diagnostics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze MDA's to identify students that have not mastered previous year's standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff

Activity - Formative Assessment Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use formative assessments regularly to monitor the mastery of standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff

Activity - Analyze MPA's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Analyze proficiency assessments to identify student performance aligned with common core standards in grade level Professional Learning Communities.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff
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### Strategy 2:

Workshop model/small group instruction - Teachers will utilize a workshop model, or small group instruction, to individualize instruction, support students to mastery, and clear misconceptions.

Category: Continuous Improvement

Activity - Individualized groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be instructed in small groups determined by similar needs and/or misconceptions on standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom teachers, instructional assistants, coaches

Activity - Co-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and coaches will co-teach standards and monitor student learning for standards that indicate difficulty in student learning or performance.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom teachers, coaches

### Measurable Objective 3:

63% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core standards in Social Studies by 12/29/2017 as measured by KPREP.

### Strategy 1:

Progress Monitoring - Teachers will analyze data to identify students who are novice and apprentice on district social studies assessments.

Category: Learning Systems

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use formative and proficiency assessments to identify students who have not demonstrated mastery of social studies standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified teachers

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress through classroom participation, homework, and projects.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified teachers

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### Strategy 2:

Small Group Instruction - Students that are novice or apprentice on district assessments will work in small groups or receive individual instruction for identified concepts not mastered.

Category: Learning Systems

Activity - Student Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small intervention groups will be based on need in specific content areas from district assessment, common formative assessments, and classroom performance.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	classroom teachers

Activity - Support Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize a variety resources to reach mastery including direct instruction, graphic organizers, peer review, content related passages, and producing student products.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom Teachers

### Measurable Objective 4:

46% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in writing common core standards in English Language Arts by 12/29/2017 as measured by KPREP.

### Strategy 1:

Protocol Modeling - Teachers will demonstrate the interior processes of writing by composing live before students and discussing their thinking.

Category: Learning Systems

Research Cited: Calkins, Atwell

Activity - Whole-group writes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in Kindergarten, 1st and 2nd will practice completing on-demand prompts in whole-group, discussing the writing process and the expectations of on-demand writing. Students may later compose pieces individually as is evidenced by their readiness skills in writing.	Direct Instruction	08/10/2016	12/29/2017	\$0	No Funding Required	Medora classroom teachers, assistants & resource staff.

Activity - Think-out-loud writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers give students examples of proficient writing, and model specific aspects of a proficient writing process by composing in real time (using TIP or document camera) and discussing their thought processes and strategies.	Direct Instruction	08/10/2016	12/29/2017	\$0	No Funding Required	Medora classroom teachers and resource staff.

### Strategy 2:

Scaffolded editing - Teachers help students build their editing & revision process by working one-on-one or in small group with students to address problems with

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mechanics, organization, argument or presentation.

Category: Learning Systems

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In third fifth grades, groups of 4-5 teachers in meet with a single class in a live revision activity in which students make changes to an on-demand draft until the draft meets proficiency standards.	Policy and Process	08/10/2016	12/29/2017	\$0	No Funding Required	Medora teachers from PLCs / grade groups, resource teachers & support staff.

Activity - One-to-one editing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers meet with target students one-on-one to develop writing pieces, to model the process of editing and revision, and to teach the expectations of proficient writing.	Direct Instruction	08/10/2016	12/29/2017	\$0	No Funding Required	Medora classroom teachers, assistants and resource staff.

### Measurable Objective 5:

A 10% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to meet novice reduction targets in Mathematics by 12/29/2017 as measured by KPREP scores.

### Strategy 1:

Math data disaggregation - Data from common formative assessments, diagnostics, and proficiencies will be disaggregated to identify novice learners.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120	District Funding	Grade level teachers, administrators, coaches

Activity - Data boards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and coaches will post and track data in math following each proficiency.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom teachers, coaches

### Strategy 2:

Interventions- Free/Reduced students will engage in a system of interventions designed to increase math performance. - Students who are Economically

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Disadvantaged will have the opportunity to received additional staff during the day as well as before or after school to engage interventions designed to increase math performance.

Category: Learning Systems

Activity - Team Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 4th and 5th grade students will engage in Team Time Monday-Thursday, which is designed to support mastering mathematical skills. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified teachers, Instructional Assistants, retired teachers.

Activity - Computer based support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III Protocol	Academic Support Program	08/10/2016	12/29/2017	\$3500	General Fund	Classroom teacher, retired teachers, coaches, instructional assistants

### Measurable Objective 6:

A 10% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to meet novice reduction targets in Reading by 12/29/2017 as measured by KPREP scores.

### Strategy 1:

Reading data disaggregation - Data from common formative assessments, diagnostics, and proficiencies will be disaggregated to identify novice learners.

Category: Learning Systems

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120	District Funding	Grade level teachers, administrators, coaches

Activity - Tier III protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Novice students will engage in the Tier III intervention protocol of regular classroom instruction and two interventions for reading.	Academic Support Program	08/10/2016	12/29/2017	\$6520	State Funds	Classroom teachers, retired teachers, coaches, instructional assistants
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### Strategy 2:

Computer based support - Novice students will engage in computer based math programs in school and/or at home.

Category: Continuous Improvement

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be exposed to grade level texts as well as receive instruction at their individualized reading level via computer based programs and small reading groups.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom teacher, coaches, retired teachers

Activity - Computer Performance Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice performance on computer based programs in reading will be progress monitored through program reports.	Academic Support Program	08/10/2016	12/29/2017	\$3500	General Fund	Classroom teachers, coaches

## Goal 2: Organizational Improvement

### Measurable Objective 1:

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

### Strategy 1:

School Efficiency - Staff will complete various evaluation tools for areas other than reading/writing, mathematics, science, and social studies to ensure that students learn in a safe environment, and that will provide for social and emotional needs.

Category: Continuous Improvement

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will conduct a review of programs in Arts & Humanities, Practical Living, Writing, and Primary Program focusing on meeting core content or common core standards. Reviews will address areas for improvement and revise practices.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified and Classified Staff, Administrators
<b>Activity - Social/Emotional</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Social and emotional needs of students will be implemented through strategies such as those in the Care for Kids program. Issues such as discipline, suspensions, and poor attendance will be monitored weekly. Medora's Student Response Team will respond to situations requiring immediate attention, as well as discuss ways to create a positive learning climate. Best practices such as counseling for student needs and implementing our Wellness Policy for all students will contribute to an emotionally safe environment for each student.	Behavioral Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff (Classroom Teachers, Resource Teachers, Administrators) Classified Staff (Instructional Assistants)
<b>Activity - Safety Plan</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The school safety plan will be reviewed and revised focusing on safe school environment. A review of all procedures will be conducted with the staff at least two times per year.	Policy and Process	08/10/2016	12/29/2017	\$0	No Funding Required	Administrators, All Staff
<b>Activity - Extra-Curricular Programs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will have a variety of extra-curricular programs to choose from to enhance student involvement and provide a sense of identity and belonging. These programs include cross-country, basketball, volleyball, cheerleading, chess club, guitar club, STLP, student council, science club, social studies club, orchestra, recycling club, and/or spotlight writers.	Behavioral Support Program	08/10/2016	12/29/2017	\$1000	Other	Certified Staff, Classified Staff, Administrators
<b>Activity - Parent Involvement</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Two parents will be elected to SBDM which will meet monthly. Parents will be invited to Literacy/Math Night, and will have the opportunity to attend two schoolwide Parent Teacher Conferences. Other communication with parents, such as phone calls, agenda notes, newsletters, student performances, and conferences will take place. Parents will have the opportunity to complete the Comprehensive School Survey.	Parent Involvement	08/10/2016	12/29/2017	\$0	General Fund	Certified Teachers, Administrators

### Strategy 2:

PGES - By 2014-2015 Medora Elementary will fully implement the Professional Growth and Effectiveness System (PGES). The baseline data from the 2014-2015 school year will be used to set targets for the 2016-2017 school year.

Category: Teacher PGES

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Activity - Staff Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff Meetings will be used to present PGES modules and updates for completing required PGES documents.	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Principal, Assistant Principal

Activity - Continued Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional district/school support sessions will be provided for learning and implementing PGES.	Professional Learning	08/10/2016	12/29/2017	\$0	No Funding Required	Administrators, Resource Teachers, Certified Staff, District Personnel

### Strategy 3:

TELL Survey - Medora Elementary will participate in the TELL survey.

Category: Stakeholder Engagement

Activity - Instructional information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0	No Funding Required	Administration, Teachers

Activity - Cultural information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Medora will review the TELL results to inform cultural changes.	Policy and Process	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff, Administrators
Medora elementary will review the TELL results to inform instructional changes.						

### Strategy 4:

Transition to Kindergarten - Students entering kindergarten will be assessed for readiness skills.

Category: Early Learning

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will be given the Brigance to assess school readiness.	Policy and Process	08/10/2016	12/29/2017	\$0	No Funding Required	BAC, Kindergarten Teachers and Assistants

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Activity - Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication and meetings with parents will model, encourage and provide resources for skills prior to the beginning of school.	Parent Involvement	08/10/2016	12/29/2017	\$200	General Fund	Principal, Assistant Principal, Counselor, Kindergarten Teachers and Assistants

### Strategy 5:

Instructional Resources - Determine which textbooks and instructional materials align to Kentucky Core Academic Standards based classroom practices. Supplemental resources to textbooks, such as those supplied by our library, will be in compliance with Selection of Instructional Materials (LMS) document.

Category: Management Systems

Activity - Determining materials and resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Individual teachers or grade level teams may request materials that are KCAS aligned after consultation with Resources Teachers for that content area and administration. Also, a committee may be formed to compare available resources to KCAS standards to support instructional practices if questionable.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Staff, Administrators

Activity - Purchase of materials and resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchasing materials will occur after approval. Pertinent information should be given to the bookkeeper, including resource title, author and ISBN number when available.	Academic Support Program	08/10/2016	12/29/2017	\$7500	Text Books	Administrators, Classified Staff, Bookkeeper

### Strategy 6:

Technical Assistance - Medora will gain assistance from state and district resources to support instruction and planning.

Category: Professional Learning & Support

Activity - District Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Medora will utilize district resources such as (but not limited to) proficiency and diagnostic assessments, CASCADE, curriculum maps, assessment maps, Goal Clarity Coach, Literacy Coach, Student Technology Coordinator, etc.	Academic Support Program	08/10/2016	12/29/2017	\$29600	District Funding	Administrators, Coaches, Certified Teachers, STC

Activity - State Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Medora will utilize state resources such as (but not limited to) KCAS standards, CIITS, PGES, Program Reviews	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Administrator s, Coaches, Certified Teachers
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## Goal 3: Increase the number of students scoring Proficient/Distinguished to 73.1 by 2019 in all five content areas.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in Common Core Standards in English Language Arts in Reading by 12/29/2017 as measured by KPREP.

**Strategy 1:**

Reading Proficiency - All students will receive daily instruction in reading, targeting basic skills, comprehension, fluency, word work, and vocabulary. Instruction will follow both horizontal and vertical progress to conduct an aligned and comprehensive program.

Category: Integrated Methods for Learning

Research Cited: Marzano, Clay

Activity - Team Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will attend Team Time targeting specific levels of mastery for support or enrichment in reading.	Academic Support Program	08/10/2016	12/29/2017	\$9367	District Funding	Certified Teachers, Instructional Assistants, ESS Teachers

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be monitored using Developmental Reading Assessment (DRA) to determine individual reading levels and areas of needs for instruction. Progress will be monitored through district proficiencies using CASCADE to analyze data for instructional planning.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

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

Medora Elementary

Teachers will receive professional development in creating and maintaining Professional Learning Communities (based on Solution Tree Summit attended by ILT) focusing on providing instructional support for mastery of specific concepts in Reading. Teachers will meet in PLCs every week to discuss the performance of all students, including providing support or enrichment. Students will be grouped by area of need, and plan lessons for instructional support. PLC professional development and activities will continue throughout the year, and be monitored through the PLC document, reviewed by administrators.	Academic Support Program	08/10/2016	12/29/2017	\$15075	General Fund	Certified Teachers, Resource Teacher, Goal Clarity Coach, Administrators
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Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to Literacy/Math Night focused on providing information to parents to provide reading support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250	General Fund	Certified Teachers, Instructional Assistants, Resource Teacher, Goal Clarity Coach, Administrators

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will maintain a Student Data Folder for each student that will include Goal Setting and on-going District Proficiency scores. Administrators will monitor the use of student folders and use the folder to mentor identified students.	Academic Support Program	10/19/2016	12/29/2017	\$218	General Fund	Certified Teachers, Administrators

### Strategy 2:

District Assessments - All students will participate in the district proficiency assessment.

Category: Learning Systems

Research Cited: DuFour, Saphier

Activity - Instructional Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in concepts aligned with KCAS standards targeted on district proficiencies. Third, Fourth, and Fifth grade teachers will use Journeys curriculum to plan and teach ELA standards. The standards will be followed by grade level (horizontally) and by standards progressions (vertically) for a comprehensive learning program. Instruction will be monitored by administrator walkthroughs.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Goal Clarity

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

Medora Elementary

Student will demonstrate mastery on activities aligned with KCAS standards targeted in district proficiencies prior to the assessment. Students will receive feedback to revise their understanding and skills in a timely manner in order to impact results.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers
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### Measurable Objective 2:

65% of All Students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/29/2017 as measured by KPREP.

### Strategy 1:

Curriculum and Pacing - All students will receive daily instruction in math, based on KCAS standards, targeting concepts, application, and vocabulary. Instruction will follow both horizontal progression and vertical progressions to conduct an aligned and comprehensive program and will be monitored with the use of administrator walkthroughs.

Category: Learning Systems

Research Cited: Marzano, DuFour

Activity - District Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District curriculum maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	District Math Department, Certified Teachers, Goal Clarity Coach

Activity - Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use manipulatives to master new concepts. They will be given opportunities to apply concepts to real-life situations.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Instructional Assistants

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"I Can" statements will be used in daily instruction to set the purpose for student learning.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

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

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Parents will be invited to Literacy/Math Night focused on providing information to parents to provide math support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250	General Fund	Certified Teachers, Instructional Assistants, Goal Clarity Coach, Administrators
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### Strategy 2:

Proficiency Assessments - Staff will analyze assessments to improve or adjust instruction.

Category: Learning Systems

Research Cited: DuFour

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be guided by KCAS standards and data from formative and Proficiency assessments. Instruction will be monitored through administrator walkthroughs. Gaps in skills will be identified to target novice and apprentice students. Teachers implement Engage New York Curriculum for Core Math Instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Goal Clarity Coach

Activity - Town Hall Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at the Proficient and Distinguished levels and those making improvements from previous assessments will be recognized in a town hall meeting following each proficiency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Administrators

### Measurable Objective 3:

68% of All Students will demonstrate a proficiency in Common Core Standards in Social Studies by 12/29/2017 as measured by KPREP.

### Strategy 1:

Social Studies/Literacy Integration - Social Studies standards, assessments, and lessons will be aligned with cross disciplinary literacy and writing expectations based on the Core Content 4.1 standards. Instruction will be monitored through administrator walkthroughs.

Category: Learning Systems

Research Cited: Stiggins

Activity - PLC Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet in PLC to collaborate and plan for reading and writing standards to be integrated into Social Studies instruction and learning. The 5th Social Studies teacher will participate in an Area 1 Social Studies PLC with teachers from Watson Lane Elementary and Greenwood Elementary.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

## Comprehensive School Improvement Plan

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Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Curriculum Maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	District Social Studies Department, Certified Teachers

### Strategy 2:

District Social Studies Assessments - Fifth grade students will take the district provided social studies assessments.

Category: Learning Systems

Research Cited: Stiggins, DuFour

Activity - Testing Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instruction will be guided by 4.1 Core Content and data from proficiency assessments. Gaps in skills will be identified so that students can receive support and further instruction to reach mastery.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	5th Grade Social Studies Teacher

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing at Proficiency and Distinguished levels, or have shown improvement on Proficiency Assessments will be recognized in Town Hall Meetings.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Classroom Teachers, Administrators

Activity - Extra Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Results from Proficiency Assessments will be used to identify students requiring extra support to master a specific standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Instructional Assistant

### Measurable Objective 4:

52% of All Students will demonstrate a proficiency in Common Core Standards in Writing by 12/29/2017 as measured by KPREP.

### Strategy 1:

Writing Pieces - All students will complete writing pieces required for their grade level following the framework of prewriting, composition, teacher/peer conferencing and revision steps.

Category: Learning Systems

Research Cited: Stiggins

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

Medora Elementary

Teachers will instruct students in developing trait-based writing skills to help improve writing quality.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers
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Activity - Teacher/Peer Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will complete a process of peer and teacher review, in which teacher/peers will provide student writers with feedback on the effectiveness of specific elements of their writing, including mechanics, organization, content, and style.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction in Language Mechanics support by appropriate and KCAS aligned materials.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Literacy Resource Teacher

### Strategy 2:

On-Demand Writing - All student will complete on-demand writing prompts and will receive feedback and instruction to help reach mastery of on-demand writing skills.

Category: Learning Systems

Research Cited: Stiggins

Activity - On-Demand Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will complete on-demand pre- and post-assessments throughout the year to learn required components and strategies aligned with KPREP On-Demand tasks.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in fifth grade will participate in live scoring to receive immediate feedback and understand how to revise and improve writing quality. Teachers, administrators and/or resource teachers will monitor and participate in living scoring.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers, Administrators

Activity - Collaborative Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively score on-demand pieces to identify areas for growth and develop strategies for instruction and addressing writer's needs.	Academic Support Program	08/10/2016	12/29/2017	\$0	No Funding Required	Certified Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extra-Curricular Programs	Students will have a variety of extra-curricular programs to choose from to enhance student involvement and provide a sense of identity and belonging. These programs include cross-country, basketball, volleyball, cheerleading, chess club, guitar club, STLP, student council, science club, social studies club, orchestra, recycling club, and/or spotlight writers.	Behavioral Support Program	08/10/2016	12/29/2017	\$1000	Certified Staff, Classified Staff, Administrators
<b>Total</b>					\$1000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tier III protocol	Novice students will engage in the Tier III intervention protocol of regular classroom instruction and two interventions for reading.	Academic Support Program	08/10/2016	12/29/2017	\$6520	Classroom teachers, retired teachers, coaches, instructional assistants
<b>Total</b>					\$6520	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120	Grade level teachers, administrators, coaches
Computer Based Programs	Novice and Apprentice students will participate in computer based program to increase student achievement and provide support for learning.	Academic Support Program	08/10/2016	12/29/2017	\$3700	Certified Teachers

## Comprehensive School Improvement Plan

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District Resources	Medora will utilize district resources such as (but not limited to) proficiency and diagnostic assessments, CASCADE, curriculum maps, assessment maps, Goal Clarity Coach, Literacy Coach, Student Technology Coordinator, etc.	Academic Support Program	08/10/2016	12/29/2017	\$29600	Administrator s, Coaches, Certified Teachers, STC
Professional Learning Communities	Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120	Grade level teachers, administrators , coaches
PLC	Teachers will meet in Professional Learning Communities to analyze formative data, group students for support by specific reading content, and plan instruction for Team Time.	Academic Support Program	08/10/2016	12/29/2017	\$16120	Certified Teachers
Comprehension RTI	Students receiving interventions for comprehension skills will be progress monitored biweekly using reading passages with comprehension questions.	Academic Support Program	08/10/2016	12/29/2017	\$4346	Certified Teachers
Basic Reading RTI	Students receiving interventions for basic reading skills will be progress monitored biweekly using Running Record.	Academic Support Program	08/10/2016	12/29/2017	\$4346	Certified Teachers
Team Time	All students will attend Team Time targeting specific levels of mastery for support or enrichment in reading.	Academic Support Program	08/10/2016	12/29/2017	\$9367	Certified Teachers, Instructional Assistants, ESS Teachers
Team Time	All students will engage in Team Time Monday-Thursday, designed for support in mastering reading concepts. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$13039	Retired JCPS teachers, Certified Teachers, Instructional Assistants
Fluency RTI	Students receiving interventions for fluency skills will be progress monitored biweekly using Oral Reading Fluency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$4346	Certified Teachers
<b>Total</b>					<b>\$117104</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
"I Can" Statements	"I Can" statements will be used in daily instruction to set the purpose for student learning.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers



# Comprehensive School Improvement Plan

Medora Elementary

Curriculum Maps	District Curriculum Maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	District Social Studies Department, Certified Teachers
One-to-one editing	Classroom teachers meet with target students one-on-one to develop writing pieces, to model the process of editing and revision, and to teach the expectations of proficient writing.	Direct Instruction	08/10/2016	12/29/2017	\$0	Medora classroom teachers, assistants and resource staff.
Collaborative Scoring	Teachers will collaboratively score on-demand pieces to identify areas for growth and develop strategies for instruction and addressing writer's needs.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
Determining materials and resources	Individual teachers or grade level teams may request materials that are KCAS aligned after consultation with Resources Teachers for that content area and administration. Also, a committee may be formed to compare available resources to KCAS standards to support instructional practices if questionable.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Staff, Administrator s
Student Recognition	Students performing at Proficiency and Distinguished levels, or have shown improvement on Proficiency Assessments will be recognized in Town Hall Meetings.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom Teachers, Administrator s
Assessments	Teachers will use formative and proficiency assessments to identify students who have not demonstrated mastery of social studies standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified teachers
Analyze Diagnostics	Analyze MDA's to identify students that have not mastered previous year's standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Staff
Differentiated Instruction	Novice students will be exposed to grade level texts as well as receive instruction at their individualized reading level via computer based programs and small reading groups.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom teacher, coaches, retired teachers
Daily Writing	Teachers will instruct students in developing trait-based writing skills to help improve writing quality.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
On-Demand Student Work	Students in grades K-5 will complete on-demand pre- and post- assessments throughout the year to learn required components and strategies aligned with KPREP On-Demand tasks.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
State Resources	Medora will utilize state resources such as (but not limited to) KCAS standards, CIITS, PGES, Program Reviews	Academic Support Program	08/10/2016	12/29/2017	\$0	Administrator s, Coaches, Certified Teachers

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Live Scoring	In third fifth grades, groups of 4-5 teachers in meet with a single class in a live revision activity in which students make changes to an on-demand draft until the draft meets proficiency standards.	Policy and Process	08/10/2016	12/29/2017	\$0	Medora teachers from PLCs / grade groups, resource teachers & support staff.
Progress Monitoring	All students participating in Team Time will be progress monitored by a formative assessment. Students will also be monitored for reading progress through Developmental Reading Assessments throughout the year, district diagnostics and proficiencies, and classroom observation. CASCADE will be used to analyze data for improvement of instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Instructional Assistants
Extra Support	Results from Proficiency Assessments will be used to identify students requiring extra support to master a specific standard.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Instructional Assistant
Testing Data Review	Instruction will be guided by 4.1 Core Content and data from proficiency assessments. Gaps in skills will be identified so that students can receive support and further instruction to reach mastery.	Academic Support Program	08/10/2016	12/29/2017	\$0	5th Grade Social Studies Teacher
Student Grouping	Small intervention groups will be based on need in specific content areas from district assessment, common formative assessments, and classroom performance.	Academic Support Program	08/10/2016	12/29/2017	\$0	classroom teachers
Whole-group writes	Students in Kindergarten, 1st and 2nd will practice completing on-demand prompts in whole-group, discussing the writing process and the expectations of on-demand writing. Students may later compose pieces individually as is evidenced by their readiness skills in writing.	Direct Instruction	08/10/2016	12/29/2017	\$0	Medora classroom teachers, assistants & resource staff.
Analyze MPA's	Analyze proficiency assessments to identify student performance aligned with common core standards in grade level Professional Learning Communities.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Staff
Teacher Observation	Teachers will monitor student progress through classroom participation, homework, and projects.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified teachers
Social/Emotional	Social and emotional needs of students will be implemented through strategies such as those in the Care for Kids program. Issues such as discipline, suspensions, and poor attendance will be monitored weekly. Medora's Student Response Team will respond to situations requiring immediate attention, as well as discuss ways to create a positive learning climate. Best practices such as counseling for student needs and implementing our Wellness Policy for all students will contribute to an emotionally safe environment for each student.	Behavioral Support Program	08/10/2016	12/29/2017	\$0	Certified Staff (Classroom Teachers, Resource Teachers, Administrator s) Classified Staff (Instructional Assistants)

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Manipulatives	Students will use manipulatives to master new concepts. They will be given opportunities to apply concepts to real-life situations.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Instructional Assistants
District Curriculum	District curriculum maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	District Math Department, Certified Teachers, Goal Clarity Coach
Program Review	Staff will conduct a review of programs in Arts & Humanities, Practical Living, Writing, and Primary Program focusing on meeting core content or common core standards. Reviews will address areas for improvement and revise practices.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified and Classified Staff, Administrators
Support Strategies	Students will utilize a variety resources to reach mastery including direct instruction, graphic organizers, peer review, content related passages, and producing student products.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom Teachers
Staff Meetings	Staff Meetings will be used to present PGES modules and updates for completing required PGES documents.	Professional Learning	08/10/2016	12/29/2017	\$0	Principal, Assistant Principal
Language Mechanics	Students will receive instruction in Language Mechanics support by appropriate and KCAS aligned materials.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Literacy Resource Teacher
Student Performance Alignment	Student will demonstrate mastery on activities aligned with KCAS standards targeted in district proficiencies prior to the assessment. Students will receive feedback to revise their understanding and skills in a timely manner in order to impact results.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
Cultural information	Medora will review the TELL results to inform cultural changes.  Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0	Certified Staff, Administrators
Teacher/Peer Conferencing	All students will complete a process of peer and teacher review, in which teacher/peers will provide student writers with feedback on the effectiveness of specific elements of their writing, including mechanics, organization, content, and style.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
Instruction	Instruction will be guided by KCAS standards and data from formative and Proficiency assessments. Instruction will be monitored through administrator walkthroughs. Gaps in skills will be identified to target novice and apprentice students. Teachers implement Engage New York Curriculum for Core Math Instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Goal Clarity Coach

# Comprehensive School Improvement Plan

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Individualized groups	Students will be instructed in small groups determined by similar needs and/or misconceptions on standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom teachers, instructional assistants, coaches
Co-teaching	Teachers and coaches will co-teach standards and monitor student learning for standards that indicate difficulty in student learning or performance.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom teachers, coaches
PLC Meeting	Teacher will meet in PLC to collaborate and plan for reading and writing standards to be integrated into Social Studies instruction and learning. The 5th Social Studies teacher will be participate in an Area 1 Social Studies PLC with teachers from Watson Lane Elementary and Greenwood Elementary.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
Team Time	All 4th and 5th grade students will engage in Team Time Monday-Thursday, which is designed to support mastering mathematical skills. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified teachers, Instructional Assistants, retired teachers.
Instructional Alignment	Teachers will instruct students in concepts aligned with KCAS standards targeted on district proficiencies. Third, Fourth, and Fifth grade teachers will use Journeys curriculum to plan and teach ELA standards. The standards will be followed by grade level (horizontally) and by standards progressions (vertically) for a comprehensive learning program. Instruction will be monitored by administrator walkthroughs.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Goal Clarity
Live Scoring	Students in fifth grade will participate in live scoring to receive immediate feedback and understand how to revise and improve writing quality. Teachers, administrators and/or resource teachers will monitor and participate in living scoring.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Administrator s
Safety Plan	The school safety plan will be reviewed and revised focusing on safe school environment. A review of all procedures will be conducted with the staff at least two times per year.	Policy and Process	08/10/2016	12/29/2017	\$0	Administrator s, All Staff
Formative Assessment Monitoring	Use formative assessments regularly to monitor the mastery of standards.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Staff
Data boards	Teachers and coaches will post and track data in math following each proficiency.	Academic Support Program	08/10/2016	12/29/2017	\$0	Classroom teachers, coaches
Instructional information	Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0	Administration , Teachers

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Town Hall Meetings	Students performing at the Proficient and Distinguished levels and those making improvements from previous assessments will be recognized in a town hall meeting following each proficiency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers, Administrators
Brigance	Kindergarten students will be given the Brigance to assess school readiness.	Policy and Process	08/10/2016	12/29/2017	\$0	BAC, Kindergarten Teachers and Assistants
Progress Monitoring	Student progress will be monitored using Developmental Reading Assessment (DRA) to determine individual reading levels and areas of needs for instruction. Progress will be monitored through district proficiencies using CASCADE to analyze data for instructional planning.	Academic Support Program	08/10/2016	12/29/2017	\$0	Certified Teachers
Think-out-loud writing	Teachers give students examples of proficient writing, and model specific aspects of a proficient writing process by composing in real time (using TIP or document camera) and discussing their thought processes and strategies.	Direct Instruction	08/10/2016	12/29/2017	\$0	Medora classroom teachers and resource staff.
Continued Professional Development	Additional district/school support sessions will be provided for learning and implementing PGES.	Professional Learning	08/10/2016	12/29/2017	\$0	Administrators, Resource Teachers, Certified Staff, District Personnel
<b>Total</b>					<b>\$0</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Night	Parents will be invited to Literacy/Math Night focused on providing information to parents to provide math support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250	Certified Teachers, Instructional Assistants, Goal Clarity Coach, Administrators
Parent Involvement	Two parents will be elected to SBDM which will meet monthly. Parents will be invited to Literacy/Math Night, and will have the opportunity to attend two schoolwide Parent Teacher Conferences. Other communication with parents, such as phone calls, agenda notes, newsletters, student performances, and conferences will take place. Parents will have the opportunity to complete the Comprehensive School Survey.	Parent Involvement	08/10/2016	12/29/2017	\$0	Certified Teachers, Administrators

## Comprehensive School Improvement Plan

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Parent Night	Parents will be invited to Literacy/Math Night focused on providing information to parents to provide reading support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250	Certified Teachers, Instructional Assistants, Resource Teacher, Goal Clarity Coach, Administrators
PLC	Teachers will receive professional development in creating and maintaining Professional Learning Communities (based on Solution Tree Summit attended by ILT) focusing on providing instructional support for mastery of specific concepts in Reading. Teachers will meet in PLCs every week to discuss the performance of all students, including providing support or enrichment. Students will be grouped by area of need, and plan lessons for instructional support. PLC professional development and activities will continue throughout the year, and be monitored through the PLC document, reviewed by administrators.	Academic Support Program	08/10/2016	12/29/2017	\$15075	Certified Teachers, Resource Teacher, Goal Clarity Coach, Administrators
Student Data Folders	Teachers will maintain a Student Data Folder for each student that will include Goal Setting and on-going District Proficiency scores. Administrators will monitor the use of student folders and use the folder to mentor identified students.	Academic Support Program	10/19/2016	12/29/2017	\$218	Certified Teachers, Administrators
Computer Performance Progress Monitoring	Novice performance on computer based programs in reading will be progress monitored through program reports.	Academic Support Program	08/10/2016	12/29/2017	\$3500	Classroom teachers, coaches
Readiness	Communication and meetings with parents will model, encourage and provide resources for skills prior to the beginning of school.	Parent Involvement	08/10/2016	12/29/2017	\$200	Principal, Assistant Principal, Counselor, Kindergarten Teachers and Assistants
Computer based support	Tier III Protocol	Academic Support Program	08/10/2016	12/29/2017	\$3500	Classroom teacher, retired teachers, coaches, instructional assistants
<b>Total</b>					<b>\$22993</b>	

### Text Books

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

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Purchase of materials and resources	Purchasing materials will occur after approval. Pertinent information should be given to the bookkeeper, including resource title, author and ISBN number when available.	Academic Support Program	08/10/2016	12/29/2017	\$7500	Administrator s, Classified Staff, Bookkeeper
Total					\$7500	

## **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.	N/A		

# Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

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

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

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

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

# Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

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

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

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

## Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

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

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

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

## Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

## **Phase II - KDE 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.	N/A		

# Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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# Comprehensive School Improvement Plan

Medora Elementary

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Label	Assurance	Response	Comment	Attachment
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Label	Assurance	Response	Comment	Attachment
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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
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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.	N/A		

## Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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Label	Assurance	Response	Comment	Attachment
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## Comprehensive School Improvement Plan

Medora Elementary

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

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

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

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

## **Introduction**

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

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

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## Planning and Accountability Requirements

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

**Goal 1:**

Organizational Improvement

**Measurable Objective 1:**

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

**Strategy1:**

TELL Survey - Medora Elementary will participate in the TELL survey.

Category: Stakeholder Engagement

Research Cited:

Activity - Instructional information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora elementary will review the TELL results to inform instructional changes.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Administration, Teachers

Activity - Cultural information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Medora will review the TELL results to inform cultural changes.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff, Administrators
Medora elementary will review the TELL results to inform instructional changes.					

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

**Goal 1:**

Increase the number of students scoring Proficient/Distinguished to 73.1 by 2019 in all five content areas.

**Measurable Objective 1:**

70% of All Students will demonstrate a proficiency in Common Core Standards in English Language Arts in Reading by 12/29/2017 as measured by KPREP.



## Comprehensive School Improvement Plan

Medora Elementary

### Strategy1:

Reading Proficiency - All students will receive daily instruction in reading, targeting basic skills, comprehension, fluency, word work, and vocabulary. Instruction will follow both horizontal and vertical progress to conduct an aligned and comprehensive program.

Category: Integrated Methods for Learning

Research Cited: Marzano, Clay

Activity - Team Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will attend Team Time targeting specific levels of mastery for support or enrichment in reading.	Academic Support Program	08/10/2016	12/29/2017	\$9367 - District Funding	Certified Teachers, Instructional Assistants, ESS Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in creating and maintaining Professional Learning Communities (based on Solution Tree Summit attended by ILT) focusing on providing instructional support for mastery of specific concepts in Reading. Teachers will meet in PLCs every week to discuss the performance of all students, including providing support or enrichment. Students will be grouped by area of need, and plan lessons for instructional support. PLC professional development and activities will continue throughout the year, and be monitored through the PLC document, reviewed by administrators.	Academic Support Program	08/10/2016	12/29/2017	\$15075 - General Fund	Certified Teachers, Resource Teacher, Goal Clarity Coach, Administrators

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to Literacy/Math Night focused on providing information to parents to provide reading support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250 - General Fund	Certified Teachers, Instructional Assistants, Resource Teacher, Goal Clarity Coach, Administrators

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored using Developmental Reading Assessment (DRA) to determine individual reading levels and areas of needs for instruction. Progress will be monitored through district proficiencies using CASCADE to analyze data for instructional planning.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a Student Data Folder for each student that will include Goal Setting and on-going District Proficiency scores. Administrators will monitor the use of student folders and use the folder to mentor identified students.	Academic Support Program	10/19/2016	12/29/2017	\$218 - General Fund	Certified Teachers, Administrators

### Strategy2:

District Assessments - All students will participate in the district proficiency assessment.

Category: Learning Systems

Research Cited: DuFour, Saphier

Activity - Student Performance Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will demonstrate mastery on activities aligned with KCAS standards targeted in district proficiencies prior to the assessment. Students will receive feedback to revise their understanding and skills in a timely manner in order to impact results.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

Activity - Instructional Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in concepts aligned with KCAS standards targeted on district proficiencies. Third, Fourth, and Fifth grade teachers will use Journeys curriculum to plan and teach ELA standards. The standards will be followed by grade level (horizontally) and by standards progressions (vertically) for a comprehensive learning program. Instruction will be monitored by administrator walkthroughs.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Goal Clarity

### Measurable Objective 2:

65% of All Students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/29/2017 as measured by KPREP.

### Strategy1:

Proficiency Assessments - Staff will analyze assessments to improve or adjust instruction.

Category: Learning Systems

Research Cited: DuFour

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be guided by KCAS standards and data from formative and Proficiency assessments. Instruction will be monitored through administrator walkthroughs. Gaps in skills will be identified to target novice and apprentice students. Teachers implement Engage New York Curriculum for Core Math Instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Goal Clarity Coach

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Town Hall Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing at the Proficient and Distinguished levels and those making improvements from previous assessments will be recognized in a town hall meeting following each proficiency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Administrators

### Strategy2:

Curriculum and Pacing - All students will receive daily instruction in math, based on KCAS standards, targeting concepts, application, and vocabulary. Instruction will follow both horizontal progression and vertical progressions to conduct an aligned and comprehensive program and will be monitored with the use of administrator walkthroughs.

Category: Learning Systems

Research Cited: Marzano, DuFour

Activity - District Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	District Math Department, Certified Teachers, Goal Clarity Coach

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to Literacy/Math Night focused on providing information to parents to provide math support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250 - General Fund	Certified Teachers, Instructional Assistants, Goal Clarity Coach, Administrators

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"I Can" statements will be used in daily instruction to set the purpose for student learning.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives to master new concepts. They will be given opportunities to apply concepts to real-life situations.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Instructional Assistants

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

### Goal 1:

Organizational Improvement

## Comprehensive School Improvement Plan

Medora Elementary

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### Measurable Objective 1:

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

### Strategy1:

Transition to Kindergarten - Students entering kindergarten will be assessed for readiness skills.

Category: Early Learning

Research Cited:

Activity - Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten students will be given the Brigrance to assess school readiness.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	BAC, Kindergarten Teachers and Assistants

### Narrative:

All kindergarten students were given the Brigrance to assess their Kindergarten readiness.

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

### Goal 1:

Organizational Improvement

### Measurable Objective 1:

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

### Strategy1:

Transition to Kindergarten - Students entering kindergarten will be assessed for readiness skills.

Category: Early Learning

Research Cited:

Activity - Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication and meetings with parents will model, encourage and provide resources for skills prior to the beginning of school.	Parent Involvement	08/10/2016	12/29/2017	\$200 - General Fund	Principal, Assistant Principal, Counselor, Kindergarten Teachers and Assistants

## Comprehensive School Improvement Plan

Medora Elementary

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

### Goal 1:

Increase the number of students scoring Proficient/Distinguished to 73.1 by 2019 in all five content areas.

### Measurable Objective 1:

70% of All Students will demonstrate a proficiency in Common Core Standards in English Language Arts in Reading by 12/29/2017 as measured by KPREP.

### Strategy1:

District Assessments - All students will participate in the district proficiency assessment.

Category: Learning Systems

Research Cited: DuFour, Saphier

Activity - Instructional Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in concepts aligned with KCAS standards targeted on district proficiencies. Third, Fourth, and Fifth grade teachers will use Journeys curriculum to plan and teach ELA standards. The standards will be followed by grade level (horizontally) and by standards progressions (vertically) for a comprehensive learning program. Instruction will be monitored by administrator walkthroughs.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Goal Clarity

Activity - Student Performance Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will demonstrate mastery on activities aligned with KCAS standards targeted in district proficiencies prior to the assessment. Students will receive feedback to revise their understanding and skills in a timely manner in order to impact results.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

### Strategy2:

Reading Proficiency - All students will receive daily instruction in reading, targeting basic skills, comprehension, fluency, word work, and vocabulary. Instruction will follow both horizontal and vertical progress to conduct an aligned and comprehensive program.

Category: Integrated Methods for Learning

Research Cited: Marzano, Clay

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be monitored using Developmental Reading Assessment (DRA) to determine individual reading levels and areas of needs for instruction. Progress will be monitored through district proficiencies using CASCADE to analyze data for instructional planning.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in creating and maintaining Professional Learning Communities (based on Solution Tree Summit attended by ILT) focusing on providing instructional support for mastery of specific concepts in Reading. Teachers will meet in PLCs every week to discuss the performance of all students, including providing support or enrichment. Students will be grouped by area of need, and plan lessons for instructional support. PLC professional development and activities will continue throughout the year, and be monitored through the PLC document, reviewed by administrators.	Academic Support Program	08/10/2016	12/29/2017	\$15075 - General Fund	Certified Teachers, Resource Teacher, Goal Clarity Coach, Administrators

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to Literacy/Math Night focused on providing information to parents to provide reading support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250 - General Fund	Certified Teachers, Instructional Assistants, Resource Teacher, Goal Clarity Coach, Administrators

Activity - Team Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will attend Team Time targeting specific levels of mastery for support or enrichment in reading.	Academic Support Program	08/10/2016	12/29/2017	\$9367 - District Funding	Certified Teachers, Instructional Assistants, ESS Teachers

Activity - Student Data Folders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will maintain a Student Data Folder for each student that will include Goal Setting and on-going District Proficiency scores. Administrators will monitor the use of student folders and use the folder to mentor identified students.	Academic Support Program	10/19/2016	12/29/2017	\$218 - General Fund	Certified Teachers, Administrators

### Measurable Objective 2:

65% of All Students will demonstrate a proficiency in Common Core Standards in Mathematics by 12/29/2017 as measured by KPREP.

### Strategy1:

Curriculum and Pacing - All students will receive daily instruction in math, based on KCAS standards, targeting concepts, application, and

## Comprehensive School Improvement Plan

Medora Elementary

vocabulary. Instruction will follow both horizontal progression and vertical progressions to conduct an aligned and comprehensive program and will be monitored with the use of administrator walkthroughs.

Category: Learning Systems

Research Cited: Marzano, DuFour

Activity - "I Can" Statements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"I Can" statements will be used in daily instruction to set the purpose for student learning.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to Literacy/Math Night focused on providing information to parents to provide math support for their children.	Parent Involvement	08/10/2016	12/29/2017	\$250 - General Fund	Certified Teachers, Instructional Assistants, Goal Clarity Coach, Administrators

Activity - Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use manipulatives to master new concepts. They will be given opportunities to apply concepts to real-life situations.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Instructional Assistants

Activity - District Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District curriculum maps will be used as a framework to guide the pacing and implementation of standards based instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	District Math Department, Certified Teachers, Goal Clarity Coach

### Strategy2:

Proficiency Assessments - Staff will analyze assessments to improve or adjust instruction.

Category: Learning Systems

Research Cited: DuFour

Activity - Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction will be guided by KCAS standards and data from formative and Proficiency assessments. Instruction will be monitored through administrator walkthroughs. Gaps in skills will be identified to target novice and apprentice students. Teachers implement Engage New York Curriculum for Core Math Instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Goal Clarity Coach

# Comprehensive School Improvement Plan

Medora Elementary

Activity - Town Hall Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing at the Proficient and Distinguished levels and those making improvements from previous assessments will be recognized in a town hall meeting following each proficiency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Administrators

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Meet Delivery Targets in all five content areas and meet Novice Reduction Goals by 2019

## Measurable Objective 1:

62% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in reading common core standards in English Language Arts by 12/29/2017 as measured by KPREP.

## Strategy1:

Reading Interventions - Novice and apprentice students will engage in a system of interventions designed to increase reading performance and reach proficiency.

Category: Learning Systems

Research Cited: Marzano, DuFour, Saphier

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in Professional Learning Communities to analyze formative data, group students for support by specific reading content, and plan instruction for Team Time.	Academic Support Program	08/10/2016	12/29/2017	\$16120 - District Funding	Certified Teachers

Activity - Team Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will engage in Team Time Monday-Thursday, designed for support in mastering reading concepts. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$13039 - District Funding	Retired JCPS teachers, Certified Teachers, Instructional Assistants

Activity - Computer Based Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice and Apprentice students will participate in computer based program to increase student achievement and provide support for learning.	Academic Support Program	08/10/2016	12/29/2017	\$3700 - District Funding	Certified Teachers



## Comprehensive School Improvement Plan

Medora Elementary

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students participating in Team Time will be progress monitored by a formative assessment. Students will also be monitored for reading progress through Developmental Reading Assessments throughout the year, district diagnostics and proficiencies, and classroom observation. CASCADE will be used to analyze data for improvement of instruction.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Teachers, Instructional Assistants

### Strategy2:

Response to Interventions - All novice and apprentice students will be monitored through the RTI process focusing on basic reading, comprehension, and/or fluency skills.

Category: Learning Systems

Research Cited: DuFour, Marzano

Activity - Fluency RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving interventions for fluency skills will be progress monitored biweekly using Oral Reading Fluency assessment.	Academic Support Program	08/10/2016	12/29/2017	\$4346 - District Funding	Certified Teachers

Activity - Basic Reading RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving interventions for basic reading skills will be progress monitored biweekly using Running Record.	Academic Support Program	08/10/2016	12/29/2017	\$4346 - District Funding	Certified Teachers

Activity - Comprehension RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receiving interventions for comprehension skills will be progress monitored biweekly using reading passages with comprehension questions.	Academic Support Program	08/10/2016	12/29/2017	\$4346 - District Funding	Certified Teachers

### Measurable Objective 2:

A 10% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to meet novice reduction targets in Mathematics by 12/29/2017 as measured by KPREP scores.

### Strategy1:

Math data disaggregation - Data from common formative assessments, diagnostics, and proficiencies will be disaggregated to identify novice learners.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Data boards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and coaches will post and track data in math following each proficiency.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Classroom teachers, coaches

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120 - District Funding	Grade level teachers, administrators, coaches

### Strategy2:

Interventions- Free/Reduced students will engage in a system of interventions designed to increase math performance. - Students who are Economically Disadvantaged will have the opportunity to receive additional staff during the day as well as before or after school to engage interventions designed to increase math performance.

Category: Learning Systems

Research Cited:

Activity - Team Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All 4th and 5th grade students will engage in Team Time Monday-Thursday, which is designed to support mastering mathematical skills. Students will be grouped based on results from formative assessments targeting specific skills aligned with individual standards.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified teachers, Instructional Assistants, retired teachers.

Activity - Computer based support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III Protocol	Academic Support Program	08/10/2016	12/29/2017	\$3500 - General Fund	Classroom teacher, retired teachers, coaches, instructional assistants

### Measurable Objective 3:

46% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in writing common core standards in English Language Arts by 12/16/2016 as measured by KPREP.

### Strategy1:

Protocol Modeling - Teachers will demonstrate the interior processes of writing by composing live before students and discussing their thinking.

Category: Learning Systems

Research Cited: Calkins, Atwell

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Think-out-loud writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers give students examples of proficient writing, and model specific aspects of a proficient writing process by composing in real time (using TIP or document camera) and discussing their thought processes and strategies.	Direct Instruction	08/10/2016	12/29/2017	\$0 - No Funding Required	Medora classroom teachers and resource staff.

Activity - Whole-group writes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in Kindergarten, 1st and 2nd will practice completing on-demand prompts in whole-group, discussing the writing process and the expectations of on-demand writing. Students may later compose pieces individually as is evidenced by their readiness skills in writing.	Direct Instruction	08/10/2016	12/29/2017	\$0 - No Funding Required	Medora classroom teachers, assistants & resource staff.

### Strategy2:

Scaffolded editing - Teachers help students build their editing & revision process by working one-on-one or in small group with students to address problems with mechanics, organization, argument or presentation.

Category: Learning Systems

Research Cited:

Activity - One-to-one editing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers meet with target students one-on-one to develop writing pieces, to model the process of editing and revision, and to teach the expectations of proficient writing.	Direct Instruction	08/10/2016	12/29/2017	\$0 - No Funding Required	Medora classroom teachers, assistants and resource staff.

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In third fifth grades, groups of 4-5 teachers in meet with a single class in a live revision activity in which students make changes to an on-demand draft until the draft meets proficiency standards.	Policy and Process	08/10/2016	12/29/2017	\$0 - No Funding Required	Medora teachers from PLCs / grade groups, resource teachers & support staff.

### Measurable Objective 4:

59% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core standards in Mathematics by 12/29/2017 as measured by KPREP.

### Strategy1:

Standards Development - Teachers and the GCC will work together to deconstruct standards and align rigorous materials for instruction and practice.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

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Activity - Analyze Diagnostics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze MDA's to identify students that have not mastered previous year's standards.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff

Activity - Analyze MPA's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze proficiency assessments to identify student performance aligned with common core standards in grade level Professional Learning Communities.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff

Activity - Formative Assessment Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use formative assessments regularly to monitor the mastery of standards.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified Staff

### Strategy2:

Workshop model/small group instruction - Teachers will utilize a workshop model, or small group instruction, to individualize instruction, support students to mastery, and clear misconceptions.

Category: Continuous Improvement

Research Cited:

Activity - Co-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and coaches will co-teach standards and monitor student learning for standards that indicate difficulty in student learning or performance.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Classroom teachers, coaches

Activity - Individualized groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be instructed in small groups determined by similar needs and/or misconceptions on standards.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Classroom teachers, instructional assistants, coaches

### Measurable Objective 5:

A 10% decrease of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will collaborate to meet novice reduction targets in Reading by 12/29/2017 as measured by KPREP scores.

### Strategy1:

Computer based support - Novice students will engage in computer based math programs in school and/or at home.

Category: Continuous Improvement

## Comprehensive School Improvement Plan

Medora Elementary

Research Cited:

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will be exposed to grade level texts as well as receive instruction at their individualized reading level via computer based programs and small reading groups.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Classroom teacher, coaches, retired teachers

Activity - Computer Performance Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice performance on computer based programs in reading will be progress monitored through program reports.	Academic Support Program	08/10/2016	12/29/2017	\$3500 - General Fund	Classroom teachers, coaches

### Strategy2:

Reading data disaggregation - Data from common formative assessments, diagnostics, and proficiencies will be disaggregated to identify novice learners.

Category: Learning Systems

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet no less than weekly in Professional Learning Communities to look at data, students work, and appropriate resources for identified novice students.	Academic Support Program	08/10/2016	12/29/2017	\$16120 - District Funding	Grade level teachers, administrators, coaches

Activity - Tier III protocol	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice students will engage in the Tier III intervention protocol of regular classroom instruction and two interventions for reading.	Academic Support Program	08/10/2016	12/29/2017	\$6520 - State Funds	Classroom teachers, retired teachers, coaches, instructional assistants

### Measurable Objective 6:

63% of Fifth grade Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in common core standards in Social Studies by 12/29/2017 as measured by KPREP.

### Strategy1:

Small Group Instruction - Students that are novice or apprentice on district assessments will work in small groups or receive individual instruction for identified concepts not mastered.

Category: Learning Systems

Research Cited:

## Comprehensive School Improvement Plan

Medora Elementary

Activity - Support Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize a variety resources to reach mastery including direct instruction, graphic organizers, peer review, content related passages, and producing student products.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small intervention groups will be based on need in specific content areas from district assessment, common formative assessments, and classroom performance.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	classroom teachers

### Strategy2:

Progress Monitoring - Teachers will analyze data to identify students who are novice and apprentice on district social studies assesments.

Category: Learning Systems

Research Cited:

Activity - Teacher Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student progress through classroom participation, homework, and projects.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified teachers

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use formative and proficiency assessments to identify students who have not demonstrated mastery of social studies standards.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

### Goal 1:

Organizational Improvement

**Measurable Objective 1:**

collaborate to implement processes and procedures to support student learning by 12/29/2017 as measured by assessment documents (such as rubrics and self-assessments).

**Strategy1:**

School Efficiency - Staff will complete various evaluation tools for areas other than reading/writing, mathematics, science, and social studies to ensure that students learn in a safe environment, and that will provide for social and emotional needs.

Category: Continuous Improvement

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will conduct a review of programs in Arts & Humanities, Practical Living, Writing, and Primary Program focusing on meeting core content or common core standards. Reviews will address areas for improvement and revise practices.	Academic Support Program	08/10/2016	12/29/2017	\$0 - No Funding Required	Certified and Classified Staff, Administrators

# **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?**

Medora Elementary is a place where students and staff work collaboratively to develop students academically, physically, and socially to embrace the whole child as a learner. The building is located at 11801 Deering Road in Louisville, KY. We are a K-5 with one Head Start classroom. All of our teachers are Highly Qualified.

The staff at Medora is committed to providing the opportunity for each one of our students to excel through an integrated curriculum. Medora is a School Based Decision Making School, dedicated to providing varied learning opportunities for all students. We work together to create a safe and stimulating environment and establish a strong connection between home and school to involve parents in the learning process. Medora has many extra- and co-curricular activities that keep students involved and motivated to do their best. The PTA has approximately 300 active members

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

At Medora Elementary, our staff and community continues to implement research based practices and strategies to develop the whole child. Medora is committed to promoting health and wellness, social competence, and the academic achievement of each child. The motto serves as a pledge from our staff and students to do "whatever it takes". The Medora community has instilled the expectation that each assignment will be completed. The staff at Medora is very flexible in providing opportunities for students to complete work and receive further instruction before and after the regularly scheduled school day. Medora has implemented the use of Professional Learning Communities to provide interventions and enrichment that is tailored to the needs of each child.

### **Medora's Mission Statement**

At Medora Elementary, our PLC strives to achieve a nurturing environment which promotes health and wellness, social competence, and academic achievement for each child. Within our learning community, we will monitor each child's performance on a daily basis and implement research based practices. It is our goal to teach the way children learn. We will ensure, through partnerships with staff, parents, and community, that each child grows and develops to his or her highest potential.

### **Medora's Vision**

Medora students, staff, and parents will partner together to provide a safe and nurturing environment, recognize academic and social growth, and prepare each student for the next level of learning

### **Medora's Motto:**

Today, I will do WHATEVER IT TAKES to be my very best.

## **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 Achievement**

Medora is a Proficient School and met our Annual Measureable Goal based on 2014-2015 K-PREP data. Medora is also a Health Promotion School of Excellence. We host an annual Cross County meet for eight JCPS schools. We participate in and win various awards for basketball, volleyball, cheerleading and our local Spelling Bee. Medora's PTA recently was awarded "Largest Percentage Membership Based on Enrollment for a Small Elementary School" due to having 58% PTA Participation for the 2015-2016 school year. We hold an annual canned food drive each year at Thanksgiving and celebrate our giving with our annual Turkey Trot. During the 20th Annual Turkey Trot, Southwest Community Ministries recognized Medora as their largest food drive donor of 2016.

### **Areas of Improvement:**

The success of each individual student is Medora's ultimate goal. We have ensured that our curriculum is aligned with local and state standards. We have implemented a daytime ESS program that provides students with small group instruction for reading (K-5) and math (4-5). We are conducting Rtl to ensure that all students learn. We have also implemented specially designed instruction to meet the needs of struggling students. Medora measures its progress during the school year by district proficiencies. As we analyze current scores on the proficiencies, this helps us know the current status of students' learning, and helps us to plan instruction to support learning. Reducing novice reading and math students is a focus of improvement for this year so we can continue to meet our AMO and maintain our Proficiency status.

## **Additional Information**

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

Medora Elementary ensures educational equity by utilizing several sources of data to determine our schools' needs. Along with the Comprehensive School Improvement Plan, we are using a variety of strategies. These include: (1) classroom assessments and reviewing disaggregated data to gain knowledge of and address any academic achievement gaps or other equity needs, (2) providing time for PLCs that include research based practices in data analysis, (3) common core planning, (4) curriculum gap analysis, and (5) matching instructional needs to learning styles (e.g., Extended School Services, Every1Reads, and Rtl).