



Comprehensive School Improvement Plan

Layne Elementary
Jefferson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<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.	By April 2017, GAP (African-American students) novice students participating in targeted reading interventions will improve, based on MPA's, STAR Assessments, and Envisions Math data, from 100% novice to 60% novice. Each demographic group will show a decrease in novice.	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.

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

The barriers that prevented the school from closing the achievement gap would be student attendance issues, barriers in language understanding, and students having behavior difficulties during whole/small group instruction.

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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.	n/a	School Equity Goals 2016-17

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:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

DIPP- - The strategy will use a 30/60/90 day strategic approach. In the first 30 days, students will be identified using district tests, ABC tests and data analysis from RTI, job-embedded and Professional Learning Communities (PLCS). At 60 days, intervention groups will be implemented and occurring, data will be collected and analyzed from Test B and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific DIPP goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

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Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments (ABC Tests) and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a family math night, a literacy night and a science night to share and involve the community in the activities taking place at the school.	Parent Involvement	08/22/2016	06/05/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher

Activity - SuccessMaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	S. Muller, Mulrooney

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success through our Cub & Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated on the morning show. Birthdays are celebrated every two months.	Other	08/21/2016	06/05/2017	\$500 - Other	Counselor, RTI Teacher, Bookkeeper

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	C. Watkins, J. Mulrooney, A. Walker

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Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive whole group and small group interventions, utilize Study Island, Successmaker, Timez Attack, and RTI Interventions	Academic Support Program	08/22/2016	06/05/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Goal 2:

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Strategy1:

DIPP- Deep Implementation Planning Process - Our school will utilize intervention groups, ABC tests, PLCs and job-embedded professional development to analyze student progress and identify students that can benefit from interventions.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	M. Skinner, R. Marshall, B. Smith,

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Activity - Guidance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0 - Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

Activity - Success Maker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney, S. Muller, and Classroom Teachers

Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0 - Other	RTI Teacher

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500 - Other	Classroom Teachers, J. Mulrooney, S. Muller

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891 - Other	J. Mulrooney

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0 - Title I Part A	All teachers, and instructional staff

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Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall, B. Smith, J. Mulrooney

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activity-Monitor Student Progress/Collaboration Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.	Professional Learning	08/21/2016	06/05/2017	\$2000 - General Fund	M. Watkins, S. O'Loughlin, T. Hall, C. Waller, H. Sanford, S. Stalker, S. Muller

Activity - District assessments, CASCADE, ABC Tests, Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Whole and small group interventions, Study Island, SuccessMaker, Timez Attack	Academic Support Program	08/22/2016	06/05/2017	\$0 - General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	R. Marshall, B. Smith, J. Mulrooney

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	All teachers and instructional staff

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Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Non-Academic data is collected through the Assistant Principal, Counselor, FRC Coordinator, RTI Resource Teacher. Layne's Assistant Principal, and Counselor work regularly with students having behavior difficulties and collect/slash report to the RTI Team. Attendance is taken daily and reviewed weekly by the Attendance Committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure that students basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL Survey, Comprehensive School Survey).	Other	08/22/2016	06/05/2017	\$0 - No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

Goal 3:

Social Studies Goal-By May 2019, the percentage of student scoring proficient in Social Studies will increase from 41.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 72.7 as measured on the K-PREP Test.

Measurable Objective 1:

A 100% increase of Fifth grade students will demonstrate a proficiency score of 61.8% in Social Studies by 06/05/2017 as measured by K-PREP.

Strategy1:

Social Studies Improvement Plan - Students will have a comprehensive understanding of social studies concepts and processes. Students will be able to consistently communicate ideas in a sophisticated and complex manner, using through supporting details and explicit examples. All students will reason and solve problems by using appropriate strategies in an insightful way.

Category: Continuous Improvement

Research Cited: Best Practices as stated by KPREP

Activity - Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	Other	08/22/2016	06/05/2017	\$0 - General Fund	Marshall, Smith

Activity - Repsonse to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs.	Academic Support Program	08/21/2016	06/05/2017	\$0 - No Funding Required	Mulroney, Smith, Marshall, C. Watkins

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Activity - Houghton Mifflin Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Texbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	Academic Support Program	08/21/2016	06/05/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Fifth grade teachers, Goal Clarity Coach, RTI Teacher, Instructional Assistants

Goal 4:

Science Goal - By May 2017, the percentage of students scoring proficient in science will increase by 10.1% for a total percentage of students scoring proficient or distinguished in science of 70.5% as measured by the KPREP test.

Measurable Objective 1:

A 20% increase of Fourth grade students will demonstrate a proficiency 58.6 in Science by 06/06/2016 as measured by K-PREP.

Strategy1:

Science Improvement Plan - All students will demonstrate a comprehensive understanding of science concepts and processes. All students will consistently communicate ideas in a sophisticated and complex manner, using thorough supporting detail in explicit examples. All students will reason and solve problems by using appropriate strategies in an insightful way.

Category: Continuous Improvement

Research Cited: Best Practices as aligned with KCAS Standards

Activity - FOSS Kits- Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science modules will be utilized by all teachers as the core instruction for Science.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Science Lead, Goal Clarity Coach, K-5 Teachers

Activity - Daytime Planetarium	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in hands on learning activity which supports the science common core standards.	Academic Support Program	01/23/2017	01/23/2017	\$500 - Title I Part A	FRC Coordinator, Assistant Principal

Activity - Science Improvement Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McGraw-Hill Textbooks	Academic Support Program	08/22/2016	06/05/2017	\$5400 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Classroom Teachers, RTI Resource teacher

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Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a Science night where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement	01/23/2017	01/23/2017	\$1450 - Title I Part A	Counselor, FRC Coordinator, Science Lead

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE data and/or individual needs. Students participate in integrating reading in the content area of science.	Other	08/22/2016	06/05/2017	\$0 - No Funding Required	RTI Resource, Fourth grade teachers, Goal Clarity Coach

Goal 5:

Writing Goal-By May 2019, the percentage of students scoring proficient in Writing will increase from 47.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 64.5% as measured on the K-PREP Test.

Measurable Objective 1:

A 100% increase of Fifth grade students will demonstrate a proficiency level of 50.3% in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

Writing Improvement Plan - All Students will have an awareness of audience using suitable voice or tone with occasional lapses; develop ideas adequately by providing examples, details, facts, explanations or descriptions for support; applies characteristics of the mode; uses logical and coherent organization; uses transitional elements, appropriate word choice and sentence variety that connects ideas and generally guide the reader; exhibits correct grammar and usage; includes few errors in spelling, punctuation, capitalization, abbreviation or documentation that do not interfere with communication.

Category: Learning Systems

Research Cited: Best Practices as aligned with KCAS standards and specific oriented text books, Study Island

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will utilize graphic organizers, On-Demand writing and specific KCAS Standards to increase student achievement in writing.	Academic Support Program	08/22/2016	06/05/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, K-5 teachers, Goal Clarity Coach, RTI Resource teacher, Instructional Assistants

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	K-5 Teachers, Assistant Principal, Counselor, Goal Clarity Coach, RTI Resource Teacher, Instructional Assistants

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Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics.	Academic Support Program	08/22/2016	06/05/2017	\$500 - Title I Part A	Mulrooney, Sanford, Duncan, Waller and A. Conley

Goal 6:

Combined Reading and Math Goal-By May 2019, the percentage of students scoring proficient in Reading and Math will increase from 45.8% in 2015-16 to a total percentage of students scoring proficient/distinguished 69.8% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency level of 56.4 % as measured on the KPREP test. The target population for this increase is all Gap groups in math and in Reading by 05/31/2017 as measured by an increase of all GAP groups in reading and math..

Strategy1:

DIPP-- Students will be identified as Tier 2 and Tier 3 students via data analysis of district, common assessments and RTI data. Those students will be placed into intervention groups to receive differentiated instruction to focus on their specific learning needs to help them reach proficiency.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Muller, Dr. Marshall

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/22/2016	06/05/2017	\$214294 - Other	Walker, Mulroney, Marshall

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a technology based program designed to help students who are at least two grade levels behind in math and reading.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Mulrooney, Muller

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Activity - Teacher Turnaround	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Mulrooney

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Mulrooney, Muller

Activity - Family Math and Science night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Parent Involvement	08/22/2016	06/05/2017	\$4950 - Title I Part A	Skinner, Marshall, O'Loughlin

Activity - Professional Development/PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Dr. Marshall

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement	08/01/2014	06/05/2015	\$0 - No Funding Required	Marshall and Smith

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Direct Instruction Other - Teacher Guided Assessment	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney

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Activity - Cub Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two day kindergarten preparation program to provide basic skills for entering kindergarten.	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	FRC, Kindergarten teachers, Dr. Marshall

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Parent Involvement	08/22/2016	05/31/2017	\$4000 - Other	Skinner, Dr. Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency. PD will take place in faculty meetings, Gold Days, after school, etc.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	Parent Involvement	08/22/2016	06/05/2017	\$0 - No Funding Required	Dr. Marshall

Goal 7:

Program Review Goal- All Program Reviews will be judged to be proficient.

Measurable Objective 1:

demonstrate a proficiency level of proficient or distinguished on all four areas of Program Review by receiving at least a score of 3 on all standards. by 05/15/2017 as measured by Reviews conducted by the Kentucky Department of Education scoring rubrics.

Strategy1:

Program Review Plan-- A Program Review committee was created by the principal to attend district training sessions, train the staff, lead professional development about program review and ensure that all four areas of Program Review are being addressed in our school. The goal is to get a better picture of how schools are integrating subjects across all areas of curriculum, providing enrichment in arts and humanities, increasing school-wide support for K-3 and improving student writing school wide.

Category: Continuous Improvement

Research Cited: Pilot Schools

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Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have weekly meetings with team leaders to discuss and collect evidence of proficient/distinguished student work.	Other	08/22/2016	06/05/2017	\$500 - General Fund	Muller

Strategy2:

DIPP- Deep Implementation Planning Process - Our school will utilize intervention groups, ABC tests, PLCs and job-embedded professional development to analyze student progress and identify students that can benefit from interventions.

Category: Learning Systems

Research Cited: Dufour

Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Successmaker and Study Island students who meet their weekly goals are rewarded with gift certificates to the Super Success Store. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall

Goal 8:

Professional Growth and Effectiveness System - Layne Elementary School will fully implement the PGES. The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components. by 06/05/2017 as measured by surveys or other checks of understanding after professional development activities. .

Strategy1:

PLCs - The principal, teachers and goal clarity coach will work in professional learning communities to develop student growth goals based on student need.

Category: Continuous Improvement

Research Cited: Danielson

Activity - PGES Implementation Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will work in PLCs to develop a school-level PGES implementation monitoring plan referring to the PGES Timeline. This will ensure that Layne elementary administrators and staff are adhering to district and state implementation guidelines.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, K-5 Teachers

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Activity - Implementation of Professional Growth and effectiveness System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will ensure the full implementation of the Professional Growth and Effectiveness System by ensuring that teachers work in professional learning communities to identify student growth goals.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, K-5 Teachers

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will development student growth goals based on student need. On-going meetings will be held during PLCs to discuss and edit plans.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, K-5 Teachers

Goal 9:

Science Gap Goal

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency score of 55.0%. in Science by 05/31/2016 as measured by k-Prep data for Gap students in Science..

Strategy1:

Science Lab - Gap Students in K-5 will have access to our newly create science lab. This space is available for students to observe living organisms that accompany the FOSS science kits and perform science experiments.

Category: Learning Systems

Research Cited: The Full Option Science System® (FOSS) has evolved from a philosophy of teaching and learning at the Lawrence Hall of Science that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

Activity - Science Lab Experiments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit the science lab to perform activities related to research and observation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Smith, K-5 Teachers

Activity - FOSS Kits- Inquiry Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the FOSS kits provided by the district along with teacher guides and www.fossweb.com to create lessons that are aligned with the NGSS standards.	Academic Support Program	08/21/2014	06/05/2015	\$0 - No Funding Required	Tucker, Marshall, Smith, C. Watkins

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 teachers work in grade level professional learning communities to plan, assess and analyze student data in science to ensure that gap students are identified and provided with interventions to ensure proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	K-5 teachers.

Goal 10:

Social Studies Gap Goal

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency rate of 42 percent in Social Studies by 05/31/2017 as measured by Accountability scores for Gap students in social studies on the K-Prep test.

Strategy1:

DIPP - Teachers will use our DIPP strategy and a 30/60/90 day plan to analyze data and create interventions for struggling students.

Category: Continuous Improvement

Research Cited: Dufours

Activity - Houghton Mifflin Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's SBDM and text book committees approved the purchase of new social studies books to ensure that gap students have access to high quality text books.	Academic Support Program	08/22/2016	06/05/2017	\$0 - General Fund	Marshall, Teachers, Mulrooney

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to ensure gap students increase proficiency in social studies. Teachers will analyze student scores and identify students who would benefit from intervention groups and extra practice with specific standards.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	K-5 Teachers, Marshall,

Goal 11:

Writing Gap Goal

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency 26% in Writing by 05/31/2017 as measured by gap scores in writing on the K-Prep test.

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Strategy1:

DIPP - Our Deep Implementation Planning Process is used during PLC time to evaluate student progress on a 30/60/90 day scale and make mid-course corrections in strategies and interventions as necessary.

Category: Learning Systems

Research Cited: DuFours

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in live scoring sessions that are facilitated by as many teachers as possible to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Smith, Mulroney, K-5 Teachers

Activity - Journeys Writing Component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	Academic Support Program	08/22/2016	06/05/2017	\$60000 - General Fund	Marshall, Smith, Mulrooney, K-5 Teachers

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers work in grade level PLCs to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Smith, K-5 teachers, Mulrooney

Goal 12:

Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

Mathematics Novice Reduction Goal -

The strategies/action that will be used to achieve in reaching this goal working collaboratively with staff to identify student needs and to design , revise, and monitor instruction to ensure effective delivery of the required curriculum.

The strategies/action that will be used to achieve in reaching this goal will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.

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The strategies/action that will be used to achieve reaching this goal will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

ILT and Lions Support Minutes/Agendas/Next Steps

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Goal 13:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

Reading Novice Reduction Goal - The strategies/action that will be used to achieve in reaching this goal working collaboratively with staff to identify student needs and to design , revise, and monitor instruction to ensure effective delivery of the required curriculum. The strategies/action that will be used to achieve in reaching this goal will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents. The strategies/action that will be used to achieve reaching this goal will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

ILT and Lions Support Minutes/Agendas/Next Steps

RTI, Intervention Schedule, Interventionists, Instructional Resources

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Activity - Reading Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Novice Reduction Goal	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulrooney, Mr. Smith, and Classroom teachers and 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?

- Dr. Ronald Marshall, Jr., Principal
- Brian Smith, Assistant Principal
- Debra Spangler, Goal Clarity Coach
- Jennifer Mulrooney, RTI Resource Teacher
- Angela Walker, Reading Recovery Resource Teacher
- Sharon Muller, STC Teacher
- Lisa Williams, Secretary
- Layne Grade Level Team Leaders: K-Jacqueline Cruthird, 1st-Ms.Sandra O'Loughlin, 2nd-Jennifer Bumann, 3rd-Cheryl Bush , 4th-Anna Conley, 5th-Helen Sanford, ECE-Heather Bridwell, Melissa Hamilton, Special Area, Instructional Assistant Lead-Rebecca Robbins
- Layne Parent Teacher Association
- Layne SBDM Council

Relationship Building

Overall Rating: 3.29

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

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	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: 3.43

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

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

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

Decision Making

Overall Rating: 3.43

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

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

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

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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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: 3.33

	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 that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

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

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

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

Learning Opportunities

Overall Rating: 3.33

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	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: 3.17

	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).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

Reflection

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

Strengths:

Executive Summary

- Communicates the schools size, community and location and demographic changes.
- Adequately communicates notable achievement's
- Recognizes that analysis of students work and assessment data is an area for improvement.
- Community Partnerships

Needs Assessment

- Implementation of The Deep Implementation Planning Process (DIPP)

Objectives

- A goal specific to one target area

Strategies

- Deep implementation Planning Process (DIPP)
- Interventions
- PLC's

Activities

- Activities are clearly described
- Required components included in this section
- Engaging Activities

Opportunities for Improvement:

Executive Summary

- Who was involved in the development of the school's purpose, vision, and mission?
- Over the next three years, what are your focus areas for improvement?
- Description of areas for improvement that the school is striving to achieve in the next three years is lacking.

Needs Assessment

- Data disaggregation analyses
- The narrative does not provide relevant data that could be analyzed for effective prioritization and planning of improvement goals. Review of previous plan (KPREP data May 2015-2016) - were these goals were met or not met? Conclusions, impact of strategies and implications are not identified.
- Provided a through description of the processes and interventions for continuous improvement.
- Discuss what actions you are implementing to sustain the areas of strength?

Improvement Goal Setting

- No organizational goals
- Goal alignment with KBE Goals

Objectives

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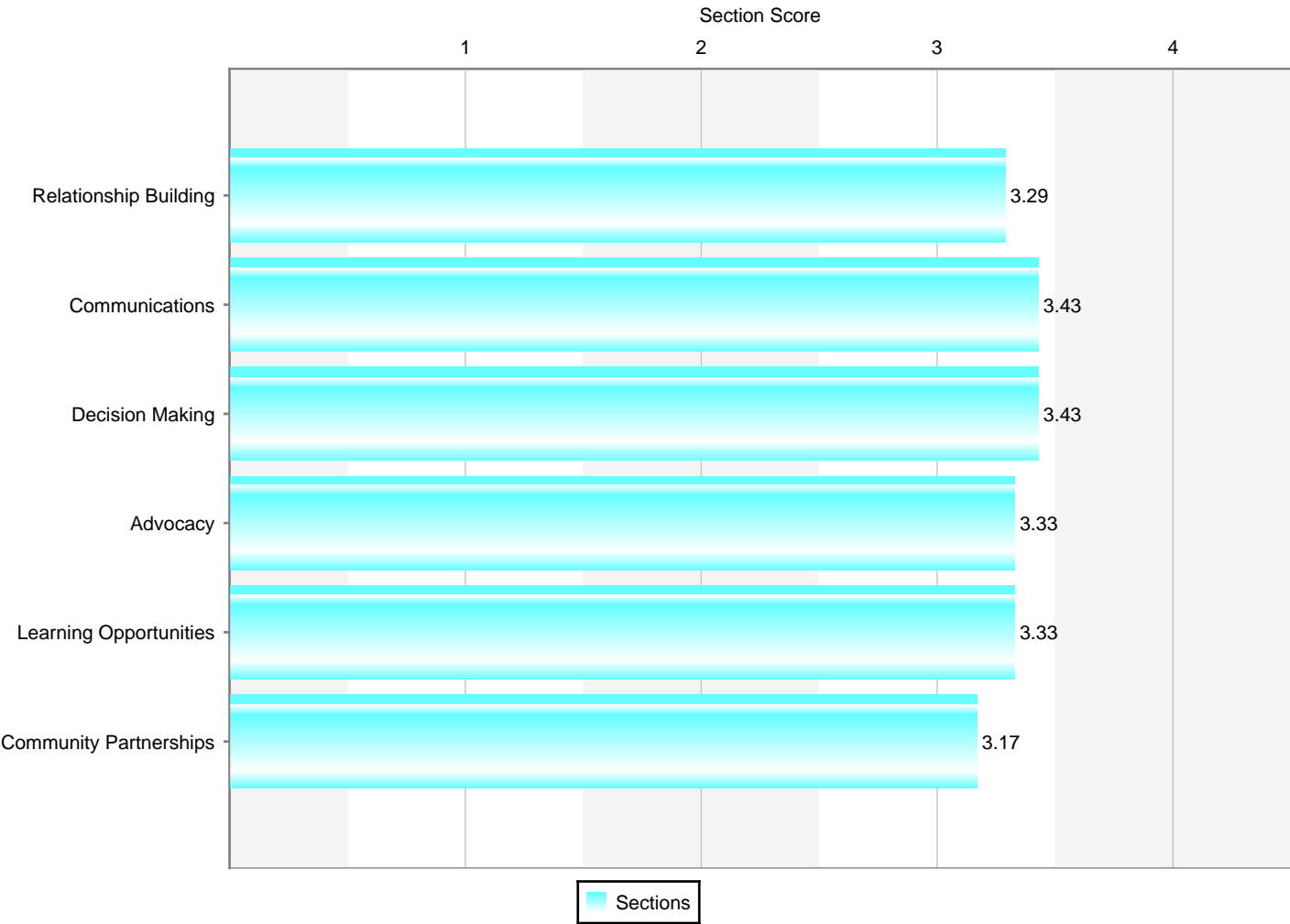
- Goals need to be SMART
- Reasonable attainment date
- Demonstrate that data was used as the basis for establishing, monitoring, and evaluating of improvement targets.
- Established benchmarks

Strategies

- Strategies must be aligned with State strategies

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage the stakeholders in the development of Layne Elementary's improvement plan had the responsibility to enhance student achievement through the policies adopted as specified in KRS 160.345. Stakeholders were selected and informed of their roles by reviewing of the comprehensive school improvement plan utilizing individuals that are on the administrative team, instructional support team and team leaders. Meetings were scheduled weekly, biweekly, monthly, and collectively at least three times each year presented to the School Based Decision Making Council.

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

The representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process included the comprehensive school improvement plan which was reviewed by the administrative team, instructional support team, and team leaders three times each year and presented to the School Based Decision Making Council throughout the year.

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

The final improvement plan was communicated to all stakeholders by chairs from each part of the assigned teams. The method and frequency in which stakeholders receive information on its progress was by each chair of each team preparing a written report of findings as well as making an oral account to the faculty at least monthly.

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?

According to our data all of our students are moving appropriately. The information entails that our students are on target and progressing at appropriate rate.

Using analyzed K-PREP, Cascade, and DIPP data we created intervention/focus groups of students from our gap groups while setting academic improvement goals for each group for math and reading. The RTI resource teacher created specific learning goals for each group based on need, and created a schedule, using instructional assistants as interventionist. Weekly progress monitoring on the students was conducted and information was then returned to the RTI resource teacher. This allowed for the gap students to get the daily, small group instruction they required. The RTI resource teacher attended PLC's bi-weekly to communicate with teachers concerning process. Then changes were made accordingly. From the monitoring of students/groups weekly progress monitoring materials were used accordingly. All data was turned in to the RTI resource teacher. Along with that data, the use of district assessments, classroom teacher assessments (Test A and B), STAR Math, Reading scores, and Lexia scores to determine next steps. Data was then collected on each student and compiled in a database that is shared with the interventionist, classroom teacher, and RTI team. The RTI team will meet with classroom teachers at the end of each grading period (six weeks) to evaluate and reassess each student's academic growth and need. Groups were then adjusted, and the next round of interventions would begin. This data will be closely analyzed during PLC's, administrative and instructional support team meetings, team leader meetings, staff meetings, and vertical teams.

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?

Our areas of strength is that we improved in all areas of Novice Reduction Demographic Groups in Reading and Math overall. The actions that we are implementing to sustain the areas of strength would be utilizing the writing component of the shared reading component of Journey's with Common Core and Envisions Mathematics with Common Core for math. The students are writing everyday. The use of Live Scoring will also help to sustain and continue to improve our areas of strength. The cause for celebration for our school would be attaining our annual measureable objective with an overall score of a 63.4 as indicated on the KPREP assessment for the 2015-16 school year. Despite being a focus school we are identified as a progressing school toward proficiency.

Opportunities for Improvement

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

The areas that we need to improve is by May 2017, Across reading and math we will need to reduce novice gap group in reading and move across reading and math gap group points to increase novice reduction points from 27.7 points to 37.7 points overall. The plans that we are making to improve upon these area of need incorporate the use of reading and math strategies that students will learn daily in the classroom. This will allow the students the opportunity to practice this particular need on more consistent basis.

Conclusion

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

The staff at Layne Elementary will strive to create caring and culturally-responsive classroom communities. We will provide high-quality personalized instruction that challenges and engages all students in authentic work. The staff will ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum. We will prepare our future leaders to engage in collaborative strategies to move this shared vision forward. All Layne Students will transition into middle school with a high level of academic performance, strong character development and civic engagement with enhanced health and wellness. They will be prepared to achieve their goals, follow their dreams and be able to help create a more just society.

2016-2017 Layne Elementary Closing the Achievement Gap Plan

Overview

Plan Name

2016-2017 Layne Elementary Closing the Achievement Gap Plan

Plan Description

Layne Elementary Closing the Achievement Gap Plan for the 2016-2017

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	Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.	Objectives: 1 Strategies: 1 Activities: 13	Academic	\$83891
2	Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$5300
3	Social Studies Goal-By May 2019, the percentage of student scoring proficient in Social Studies will increase from 41.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 72.7 as measured on the K-PREP Test.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
4	Science Goal - By May 2017, the percentage of students scoring proficient in science will increase by 10.1% for a total percentage of students scoring proficient or distinguished in science of 70.5% as measured by the KPREP test.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$7350
5	Writing Goal-By May 2019, the percentage of students scoring proficient in Writing will increase from 47.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 64.5% as measured on the K-PREP Test.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500
6	Program Review Goal- All Program Reviews will be judged to be proficient.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$1500
7	Combined Reading and Math Goal-By May 2019, the percentage of students scoring proficient in Reading and Math will increase from 45.8% in 2015-16 to a total percentage of students scoring proficient/distinguished 69.8% as measured on the K-PREP Test.	Objectives: 1 Strategies: 1 Activities: 13	Academic	\$223244

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8	Professional Growth and Effectiveness System - Layne Elementary School will fully implement the PGES. The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
9	Science Gap Goal	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$0
10	Writing Gap Goal	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$60000
11	Social Studies Gap Goal	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
12	Reading Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
13	Math Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

Status	Progress Notes	Created On	Created By
N/A	The full implementation of the Envision Math Curriculum K-5 for the 2015-2016 school year.	May 01, 2015	Mr. Ron Marshall
N/A	The full implementation of the Envision Math Curriculum K-5 for the 2013-2014 school year.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Status	Progress Notes	Created On	Created By
Not Met	The full implementation of the STAR Math Test, the Envision Math Assessment, Cascade calendar assessment, and CIITS generated assessments for the 2015-2016.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the math goal objective.	June 25, 2014	Mr. Ron Marshall
N/A	The full implementation of the STAR Math Test, the Envision Math Assessment, Cascade calendar assessment, and CIITS generated assessments for the 2013-2014.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

DIPP- Deep Implementation Planning Process - Our school will utilize intervention groups, ABC tests, PLCs and job-embedded professional development to analyze student progress and identify students that can benefit from interventions.

Category: Continuous Improvement

Research Cited: Dufour

Status	Progress Notes	Created On	Created By
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Project Managers, Administrative Teams, Data Monitoring Teams.	May 01, 2015	Mr. Ron Marshall
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Project Managers, Administrative Teams, Data Monitoring Teams.	June 13, 2013	Mr. Ron Marshall

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Activity - District assessments, CASCADE, ABC Tests, Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Whole and small group interventions, Study Island, SuccessMaker, Timez Attack	Academic Support Program	08/22/2016	06/05/2017	\$0	General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

Status	Progress Notes	Created On	Created By
In Progress	Utilizing district assessments, Cascade, ABC Test, Intervention Groups will help us to attain our Math Goal by May 2017.	May 01, 2015	Mr. Ron Marshall
In Progress	Utilizing district assessments, Cascade, ABC Test, Intervention Groups will help us to attain our Math Goal by May 2017.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Activity-Monitor Student Progress/Collaboration</p> <p>Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.</p>	Professional Learning	08/21/2016	06/05/2017	\$2000	General Fund	M. Watkins, S. O'Loughlin, T. Hall, C. Waller, H. Sanford, S. Stalker, S. Muller

Status	Progress Notes	Created On	Created By
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Comprehensive School Improvement Plan

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In Progress	Activity-Monitor Student Progress/Collaboration Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.	May 01, 2015	Mr. Ron Marshall
In Progress	Activity-Monitor Student Progress/Collaboration Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Non-Academic Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-Academic data is collected through the Assistant Principal, Counselor, FRC Coordinator, RTI Resource Teacher. Layne's Assistant Principal, and Counselor work regularly with students having behavior difficulties and collect/slash report to the RTI Team. Attendance is taken daily and reviewed weekly by the Attendance Committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure that students basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL Survey, Comprehensive School Survey).	Other	08/22/2016	06/05/2017	\$0	No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Utilizing Non-Academic Data will be used to assist in achieving the Math Goal by May 2017.	May 01, 2015	Mr. Ron Marshall
In Progress	Utilizing Non-Academic Data will be used to assist in achieving the Math Goal by May 2017.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Guidance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0	Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

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Status	Progress Notes	Created On	Created By
In Progress	Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills	May 01, 2015	Mr. Ron Marshall
In Progress	Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500	Other	Classroom Teachers, J. Mulrooney, S. Muller

Status	Progress Notes	Created On	Created By
In Progress	This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill. Student participation takes place through our We Succeed After School Program on Monday and Thursday weekly, and through daily schedule times set up the classroom teacher.	May 01, 2015	Mr. Ron Marshall
In Progress	This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill. Student participation takes place through our We Succeed After School Program on Monday and Thursday weekly, and through daily schedule times set up the classroom teacher.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Success Maker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This technology based program is deisgned to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0	Other	J. Mulrooney, S. Muller, and Classroom Teachers

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Status	Progress Notes	Created On	Created By
In Progress	This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	May 01, 2015	Mr. Ron Marshall
In Progress	This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891	Other	J. Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	May 01, 2015	Mr. Ron Marshall
In Progress	Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0	Other	All teachers and instructional staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	June 29, 2014	Mr. Ron Marshall

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In Progress		June 13, 2013	Mr. Ron Marshall
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Activity - Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0	Title I Part A	All teachers, and instructional staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers and instructional staff will utilize Envision Math for all math content. Teachers can utilize Math Investigations 2 as support material.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers and instructional staff will utilize Envision Math for all math content. Teachers can utilize Math Investigations 2 as support material.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000	General Fund	R. Marshall, B. Smith, J. Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have thier name displayed on the Prinicipal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invinted to Layne Cub and Mane Connection awards program. Successmaker and Study Island students who meet thier weekly goals are rewarded with gift cerificates to the Super Success Store. Layne also celebrates students birthdays once a month.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have thier name displayed on the Prinicipal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invinted to Layne Cub and Mane Connection awards program. Successmaker and Study Island students who meet thier weekly goals are rewarded with gift cerificates to the Super Success Store. Layne also celebrates students birthdays once a month.	June 29, 2014	Mr. Ron Marshall

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In Progress		June 13, 2013	Mr. Ron Marshall
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Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0	Other	RTI Teacher

Status	Progress Notes	Created On	Created By
In Progress	The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	May 01, 2015	Mr. Ron Marshall
In Progress	The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500	Title I Part A	M. Skinner, R. Marshall, B. Smith,

Status	Progress Notes	Created On	Created By
In Progress	Family math night(s) will be held to share and involve the community in the Envision Math Program and Math Investigations II program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	May 01, 2015	Mr. Ron Marshall
In Progress	Family math night(s) will be held to share and involve the community in the Envision Math Program and Math Investigations II program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0	Other	R. Marshall, B. Smith, J. Mulrooney
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Status	Progress Notes	Created On	Created By
In Progress	Students will be given the district assessment and enter the required student data on CASCADE. Data will be turned in to the Principa for approval and documentation.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will be given the district assessment and enter the required student data on CASCADE. Data will be turned in to the Principa for approval and documentation.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Goal 2: Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Status	Progress Notes	Created On	Created By
N/A	The full implementation of the Journey's Reading Curriculum K-5 for the 2015-2016 school year.	May 01, 2015	Mr. Ron Marshall
N/A	The full implementation of the Journey's Reading Curriculum K-5 for the 2013-2014 school year.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Status	Progress Notes	Created On	Created By
Not Met	The STAR Reading Computer Assessment, Journey's Reading Program K-5, Cascade Assessment, CIITS Generated Assessments.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the reading goal objective.	June 25, 2014	Mr. Ron Marshall
Not Met	The STAR Reading Computer Assessment, Journey's Reading Program K-5, Cascade Assessment, CIITS Generated Assessments.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

DIPP- - The strategy will use a 30/60/90 day strategic approach. In the first 30 days, students will be identified using district tests, ABC tests and data analysis from RTI, job-embedded and Professional Learning Communities (PLCS). At 60 days, intervention groups will be implemented and occurring, data will be collected and analyzed.

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Layne Elementary

from Test B and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific DIPP goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Status	Progress Notes	Created On	Created By
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Project Managers, Administrative Teams, Instructional Coaches, Data Monitoring Teams.	May 01, 2015	Mr. Ron Marshall
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Project Managers, Administrative Teams, Instructional Coaches, Data Monitoring Teams.	June 13, 2013	Mr. Ron Marshall

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive whole group and small group interventions, utilize Study Island, Successmaker, Timez Attack, and RTI Interventions	Academic Support Program	08/22/2016	06/05/2017	\$0	General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students will receive whole group and small group interventions, utilize Study Island, Successmaker, Timez Attack, and RTI Interventions	May 01, 2015	Mr. Ron Marshall
In Progress	Students will receive whole group and small group interventions, utilize Study Island, Successmaker, Timez Attack, and RTI Interventions	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Celebrating Accomplishments	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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Layne will celebrate student academic success through our Cub & Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated on the morning show. Birthdays are celebrated every two months.	Other	08/21/2016	06/05/2017	\$500	Other	Counselor, RTI Teacher, Bookkeeper
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Status	Progress Notes	Created On	Created By
In Progress	Layne will celebrate student academic success through our Cub & Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated on the morning show. Students that earn points to be used at the Successmaker and Study Island store. Birthdays are celebrated every two months.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne will celebrate student academic success through our Cub & Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated on the morning show. Students that earn points to be used at the Successmaker and Study Island store. Birthdays are celebrated every two months.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	C. Watkins, J. Mulrooney, A. Walker

Status	Progress Notes	Created On	Created By
In Progress	Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Layne Elementary

Layne will host a family math night, a literacy night and a science night to share and involve the community in the activities taking place at the school.	Parent Involvement	08/22/2016	06/05/2017	\$1300	Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher
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Status	Progress Notes	Created On	Created By
In Progress	Layne will host a family math night, a literacy night and a science night to share and involve the community in the activities taking place at the school	May 01, 2015	Mr. Ron Marshall
In Progress	Layne will host a family math night, a literacy night and a science night to share and involve the community in the activities taking place at the school	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student work from teacher made assessments (ABC Tests) and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers will analyze student work from teacher made assessments (ABC Tests) and district made assessments in reading. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	May 01, 2015	Mr. Ron Marshall

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In Progress	Teachers will analyze student work from teacher made assessments (ABC Tests) and district made assessments in reading. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questionsing, create common assessments, share teaching strategies and resources, and set individual student and team goals.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will analyze student work from teacher made assessments (ABC Tests) and district made assessments in reading. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questionsing, create common assessments, share teaching strategies and resources, and set individual student and team goals.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will analyze student work from teacher made assessments (ABC Tests) and district made assessments in reading. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questionsing, create common assessments, share teaching strategies and resources, and set individual student and team goals.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - SuccessMaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	S. Muller, Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	May 01, 2015	Mr. Ron Marshall
In Progress	This technology based program is deisgned to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	May 01, 2015	Mr. Ron Marshall
In Progress	This technology based program is deisgned to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0	Title I Part A	Mulrooney, Team Leaders, Teachers K-5
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Status	Progress Notes	Created On	Created By
In Progress	Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500	Title I Part A	Skinner, Hamilton, Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	May 01, 2015	Mr. Ron Marshall
In Progress	The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Goal 3: Social Studies Goal-By May 2019, the percentage of student scoring proficient in Social Studies will increase from 41.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 72.7 as measured on the K-PREP Test.

Status	Progress Notes	Created On	Created By
N/A	The intermediate classes will utilize the Social Studies Houghton-Mifflin Curriculum for the 2013-2014 school year.	May 01, 2015	Mr. Ron Marshall
N/A	The intermediate classes will utilize the Social Studies Houghton-Mifflin Curriculum for the 2013-2014 school year.	June 13, 2013	Mr. Ron Marshall

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Measurable Objective 1:

A 100% increase of Fifth grade students will demonstrate a proficiency score of 61.8% in Social Studies by 06/05/2017 as measured by K-PREP.

Status	Progress Notes	Created On	Created By
Not Met	The utilization of the Houghton-Mifflin Social Studies Assessment, Cascade social studies assessment, CIITS generated assessments.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the social studies goal objective.	June 25, 2014	Mr. Ron Marshall
N/A	The utilization of the Houghton-Mifflin Social Studies Assessment, Cascade social studies assessment, CIITS generated assessments.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

Social Studies Improvement Plan - Students will have a comprehensive understanding of social studies concepts and processes. Students will be able to consistently communicate ideas in a sophisticated and complex manner, using through supporting details and explicit examples. All students will reason and solve problems by using appropriate strategies in an insightful way.

Category: Continuous Improvement

Research Cited: Best Practices as stated by KPREP

Status	Progress Notes	Created On	Created By
N/A	Houghton Mifflin will be utilized in the improvement plan with Social Studies Curriculum.	May 01, 2015	Mr. Ron Marshall
N/A	Houghton Mifflin will be utilized in the improvement plan with Social Studies Curriculum.	June 13, 2013	Mr. Ron Marshall

Activity - Houghton Mifflin Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Textbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	Academic Support Program	08/21/2016	06/05/2017	\$0	General Fund	Principal, Assistant Principal, Counselor, Fifth grade teachers, Goal Clarity Coach, RTI Teacher, Instructional Assistants

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Status	Progress Notes	Created On	Created By
In Progress	Textbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Integration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	Other	08/22/2016	06/05/2017	\$0	General Fund	Marshall, Smith

Status	Progress Notes	Created On	Created By
In Progress	Textbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	May 01, 2015	Mr. Ron Marshall
In Progress	Textbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	May 01, 2015	Mr. Ron Marshall
In Progress	Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Repsonse to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs.	Academic Support Program	08/21/2016	06/05/2017	\$0	No Funding Required	Mulroney, Smith, Marshall, C. Watkins

Status	Progress Notes	Created On	Created By
In Progress	Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Goal 4: Science Goal - By May 2017, the percentage of students scoring proficient in science will increase by 10.1% for a total percentage of students scoring proficient or distinguished in science of 70.5% as measured by the KPREP test.

Status	Progress Notes	Created On	Created By
N/A	The utilization of Scott Foresman Curriculum for the 2015-2016 school year.	May 01, 2015	Mr. Ron Marshall
N/A	The utilization of Scott Foresman Curriculum for the 2013-2014 school year.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

A 20% increase of Fourth grade students will demonstrate a proficiency 58.6 in Science by 06/06/2016 as measured by K-PREP.

Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the science goal objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the science goal objective.	June 25, 2014	Mr. Ron Marshall
Not Met	The utilization of the Scott Foresman curriculum assessments, Cascade assessments, CIITS generated assessments.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

Science Improvement Plan - All students will demonstrate a comprehensive understanding of science concepts and processes. All students will consistently communicate ideas in a sophisticated and complex manner, using thorough supporting detail in explicit examples. All students will reason and solve problems by using appropriate strategies in an insightful way.

Category: Continuous Improvement

Research Cited: Best Practices as aligned with KCAS Standards

Status	Progress Notes	Created On	Created By
N/A	The utilization of the Scott Foresman curriculum assessments, Cascade assessments, CIITS generated assessments.	May 01, 2015	Mr. Ron Marshall
N/A	The utilization of the Scott Foresman curriculum for the 2013-2014 school year.	June 13, 2013	Mr. Ron Marshall

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Activity - Science Improvement Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
McGraw-Hill Textbooks	Academic Support Program	08/22/2016	06/05/2017	\$5400	General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Classroom Teachers, RTI Resource teacher

Status	Progress Notes	Created On	Created By
In Progress	McGraw-Hill Textbooks	May 01, 2015	Mr. Ron Marshall
In Progress	McGraw-Hill Textbooks	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - FOSS Kits- Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science modules will be utilized by all teachers as the core instruction for Science.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Science Lead, Goal Clarity Coach, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Science modules will be utilized by all teachers as the core instruction for Science	May 01, 2015	Mr. Ron Marshall
In Progress	Science modules will be utilized by all teachers as the core instruction for Science	May 01, 2015	Mr. Ron Marshall
In Progress	Science modules will be utilized by all teachers as the core instruction for Science	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne will host a Science night where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement	01/23/2017	01/23/2017	\$1450	Title I Part A	Counselor, FRC Coordinator, Science Lead

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Status	Progress Notes	Created On	Created By
In Progress	Layne will host a Science night where parents and community members will be taught strategies for improving their child's ability to master specific skills.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne will host a Science night where parents and community members will be taught strategies for improving their child's ability to master specific skills.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Daytime Planetarium	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in hands on learning activity which supports the science common core standards.	Academic Support Program	01/23/2017	01/23/2017	\$500	Title I Part A	FRC Coordinator, Assistant Principal

Status	Progress Notes	Created On	Created By
In Progress	Students will participate in hands on learning activity which supports the science common core standards.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will participate in hands on learning activity which supports the science common core standards.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given intervention activities to improve identified skills per CASCADE data and/or individual needs. Students participate in integrating reading in the content area of science.	Other	08/22/2016	06/05/2017	\$0	No Funding Required	RTI Resource, Fourth grade teachers, Goal Clarity Coach

Status	Progress Notes	Created On	Created By
In Progress	Students are given intervention activities to improve identified skills per CASCADE data and/or individual needs. Students participate in integrating reading in the content area of science.	May 01, 2015	Mr. Ron Marshall
In Progress	Students are given intervention activities to improve identified skills per CASCADE data and/or individual needs. Students participate in integrating reading in the content area of science.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Goal 5: Writing Goal-By May 2019, the percentage of students scoring proficient in Writing will increase from 47.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 64.5% as measured on the K-PREP Test.

Status	Progress Notes	Created On	Created By
N/A	The utilization of formative writing assessments beyond multiple choice through on-demand, constructed response to inform instruction.	May 01, 2015	Mr. Ron Marshall
N/A	The utilization of formative writing assessments beyond multiple choice through on-demand, constructed response to inform instruction.	May 01, 2015	Mr. Ron Marshall
N/A	The utilization of formative writing assessments beyond multiple choice through on-demand, constructed response to inform instruction.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

A 100% increase of Fifth grade students will demonstrate a proficiency level of 50.3% in Writing by 05/31/2017 as measured by K-PREP.

Status	Progress Notes	Created On	Created By
Not Met	Through effectively communicate with an audience through focus and purpose, ideal development, structure, language and conventions.	May 01, 2015	Mr. Ron Marshall
Met	Through the use of our activities we will meet the writing goal objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the writing goal objective.	June 25, 2014	Mr. Ron Marshall
Not Met	Through effectively communicate with an audience through focus and purpose, ideal development, structure, language and conventions.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

Writing Improvement Plan - All Students will have an awareness of audience using suitable voice or tone with occasional lapses; develop ideas adequately by providing examples, details, facts, explanations or descriptions for support; applies characteristics of the mode; uses logical and coherent organization; uses transitional elements, appropriate word choice and sentence variety that connects ideas and generally guide the reader; exhibits correct grammar and usage; includes few errors in

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spelling, punctuation, capitalization, abbreviation or documentation that do not interfere with communication.

Category: Learning Systems

Research Cited: Best Practices as aligned with KCAS standards and specific oriented text books, Study Island

Status	Progress Notes	Created On	Created By
N/A	Through the utilization of intentionally and strategically create a community of writers and learners.	May 01, 2015	Mr. Ron Marshall
N/A	Through the utilization of intentionally and strategically create a community of writers and learners.	June 13, 2013	Mr. Ron Marshall

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will utilize graphic organizers, On-Demand writing and specific KCAS Standards to increase student achievement in writing.	Academic Support Program	08/22/2016	06/05/2017	\$0	General Fund	Principal, Assistant Principal, Counselor, K-5 teachers, Goal Clarity Coach, RTI Resource teacher, Instructional Assistants

Status	Progress Notes	Created On	Created By
Completed	We will utilize graphic organizers, On-Demand writing and specific KCAS Standards to increase student achievement in writing.	May 01, 2015	Mr. Ron Marshall
In Progress	We will utilize graphic organizers, On-Demand writing and specific KCAS Standards to increase student achievement in writing.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	K-5 Teachers, Assistant Principal, Counselor, Goal Clarity Coach, RTI Resource Teacher, Instructional Assistants
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Status	Progress Notes	Created On	Created By
In Progress	Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics.	Academic Support Program	08/22/2016	06/05/2017	\$500	Title I Part A	Mulrooney, Sanford, Duncan, Waller and A. Conley

Status	Progress Notes	Created On	Created By
In Progress	Teachers will incorporate language mechanic skills across all grade levels via the purchase of new textbooks- Mastering the Mechanics.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will incorporate language mechanic skills across all grade levels via the purchase of new textbooks- Mastering the Mechanics.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Goal 6: Program Review Goal- All Program Reviews will be judged to be proficient.

Status	Progress Notes	Created On	Created By
N/A	All Program Reviews will be judged to be proficient through effective PLC planning by the interant area teacher.	May 01, 2015	Mr. Ron Marshall
N/A	All Program Reviews will be judged to be proficient through effective PLC planning by the interant area teacher.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

demonstrate a proficiency level of proficient or distinguished on all four areas of Program Review by receiving at least a score of 3 on all standards. by 05/15/2017 as measured by Reviews conducted by the Kentucky Department of Education scoring rubrics.

Status	Progress Notes	Created On	Created By
Not Met	Using formative writing assessments such as multiple choice, on-demand, constrtucted responses	May 01, 2015	Mr. Ron Marshall
Not Met	Using formative writing assessments such as multiple choice, on-demand, constrtucted responses	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the program review plan goal objective.	June 25, 2014	Mr. Ron Marshall
N/A	Using formative writing assessments such as multiple choice, on-demand, constrtucted responses	June 13, 2013	Mr. Ron Marshall

Strategy 1:

DIPP- Deep Implementation Planning Process - Our school will utilize intervention groups, ABC tests, PLCs and job-embedded professional development to analyze student progress and identify students that can benefit from interventions.

Category: Learning Systems

Research Cited: Dufour

Activity - Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have thier name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invinted to Layne Cub and Mane Connection awards program. Successmaker and Study Island students who meet thier weekly goals are rewarded with gift cerficates to the Super Success Store. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000	General Fund	R. Marshall

(shared) Strategy 2:

Program Review Plan-- - A Program Review committee was created by the principal to attend district training sessions, train the staff, lead professional development about program review and ensure that all four areas of Program Review are being addressed in our school. The goal is to get a better picture of how schools are integrating subjects across all areas of curriculum, providing enrichment in arts and humanities, increasing school-wide support for K-3 and improving student writing school wide.

Category: Continuous Improvement

Research Cited: Pilot Schools

Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have weekly meetings with team leaders to discuss and collect evidence of proficient/distinguished student work.	Other	08/22/2016	06/05/2017	\$500	General Fund	Muller

Goal 7: Combined Reading and Math Goal-By May 2019, the percentage of students scoring proficient in Reading and Math will increase from 45.8% in 2015-16 to a total percentage of students scoring proficient/distinguished 69.8% as measured on the K-PREP Test.

Status	Progress Notes	Created On	Created By
N/A	The utilization of EnVision Mathematics and Reading Journey's Curriculum will be used to help with the improvement of increasing gap groups identified by KPREP scores, RTI assessment, Cascade, STAR Math and Reading, CIITS generated assessments.	May 01, 2015	Mr. Ron Marshall
N/A	The utilization of EnVision Mathematics and Reading Journey's Curriculum will be used to help with the improvement of increasing gap groups identified by KPREP scores, RTI assessment, Cascade, STAR Math and Reading, CIITS generated assessments.	June 13, 2013	Mr. Ron Marshall

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency level of 56.4 % as measured on the KPREP test. The target population for this increase is all Gap groups in math and in Reading by 05/31/2017 as measured by an increase of all GAP groups in reading and math..

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Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the combined reading and math gap plan goal objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the combined reading and math gap plan goal objective.	June 25, 2014	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the combined reading and math gap plan goal objective.	June 25, 2014	Mr. Ron Marshall
Not Met	The utilization of the DIPP as a strategy to monitor and support our identified gap group students.	June 13, 2013	Mr. Ron Marshall

Strategy 1:

DIPP-- Students will be identified as Tier 2 and Tier 3 students via data analysis of district, common assessments and RTI data. Those students will be placed into intervention groups to receive differentiated instruction to focus on their specific learning needs to help them reach proficiency.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Status	Progress Notes	Created On	Created By
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Administrative Teams, Data Monitoring Teams.	May 01, 2015	Mr. Ron Marshall
N/A	Instructional Leadership Teams, Professional Learning Communities, Strategic Thinkers and Planners, Administrative Teams, Data Monitoring Teams.	June 13, 2013	Mr. Ron Marshall

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/22/2016	06/05/2017	\$214294	Other	Walker, Mulroney, Marshall

Status	Progress Notes	Created On	Created By
In Progress	Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	May 01, 2015	Mr. Ron Marshall
In Progress	Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

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Activity - Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker is a technology based program designed to help students who are at least two grade levels behind in math and reading.	Academic Support Program	08/22/2016	06/05/2017	\$0	Other	Mulrooney, Muller

Status	Progress Notes	Created On	Created By
In Progress	Successmaker is a technology based program designed to help students who are atleast two grade levels behind in math and reading.	May 01, 2015	Mr. Ron Marshall
In Progress	Successmaker is a technology based program designed to help students who are atleast two grade levels behind in math and reading.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	Academic Support Program	08/22/2016	06/05/2017	\$0	Other	Mulrooney, Muller

Status	Progress Notes	Created On	Created By
In Progress	Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	May 01, 2015	Mr. Ron Marshall
In Progress	Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency. PD will take place in faculty meetings, Gold Days, after school, etc.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall

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Status	Progress Notes	Created On	Created By
In Progress	Teachers will attend bi-weekly Embedded Professional Development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will attend bi-weekly Embedded Professional Development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Professional Development/PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Dr. Marshall

Status	Progress Notes	Created On	Created By
In Progress	Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	Parent Involvement	08/22/2016	06/05/2017	\$0	No Funding Required	Dr. Marshall

Status	Progress Notes	Created On	Created By
In Progress	Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

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Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement	08/01/2014	06/05/2015	\$0	No Funding Required	Marshall and Smith

Status	Progress Notes	Created On	Created By
In Progress	Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Cub Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two day kindergarten preparation program to provide basic skills for entering kindergarten.	Academic Support Program	08/22/2016	05/31/2017	\$0	No Funding Required	FRC, Kindergarten teachers, Dr. Marshall

Status	Progress Notes	Created On	Created By
In Progress	Two day kindergarten preparation program to provide basic skills for entering kindergarten.	May 01, 2015	Mr. Ron Marshall
In Progress	Two day kindergarten preparation program to provide basic skills for entering kindergarten.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Family Math and Science night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Parent Involvement	08/22/2016	06/05/2017	\$4950	Title I Part A	Skinner, Marshall, O'Loughlin
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Status	Progress Notes	Created On	Created By
In Progress	Family math night(s) will be held to share and involve the community in the Envision Math Program and Math Invesitgations II program and Science night. Parents/Guardians will continue to recieve written notification provided by the School and the District regarding our schools NCLB status	May 01, 2015	Mr. Ron Marshall
In Progress	Family math night(s) will be held to share and involve the community in the Envision Math Program and Math Invesitgations II program and Science night. Parents/Guardians will continue to recieve written notification provided by the School and the District regarding our schools NCLB status	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy night will be held to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Parent Involvement	08/22/2016	05/31/2017	\$4000	Other	Skinner, Dr. Marshall

Status	Progress Notes	Created On	Created By
In Progress	Literacy night will be held to increase the involvement if parents. This will increase theri awareness of the importance of reading to and with their children.	May 01, 2015	Mr. Ron Marshall
In Progress	Literacy night will be held to increase the involvement if parents. This will increase theri awareness of the importance of reading to and with their children.	May 01, 2015	Mr. Ron Marshall
In Progress	Literacy night will be held to increase the involvement if parents. This will increase theri awareness of the importance of reading to and with their children.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Direct Instruction, Other - Teacher Guided Assessment	08/22/2016	06/05/2017	\$0	Other	J. Mulrooney

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Status	Progress Notes	Created On	Created By
In Progress	Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	Academic Support Program	08/22/2016	06/05/2017	\$0	Other	Muller, Dr. Marshall

Status	Progress Notes	Created On	Created By
In Progress	To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	May 01, 2015	Mr. Ron Marshall
In Progress	To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	June 29, 2014	Mr. Ron Marshall
In Progress		June 13, 2013	Mr. Ron Marshall

Activity - Teacher Turnaround	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	May 01, 2015	Mr. Ron Marshall
In Progress	Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	June 29, 2014	Mr. Ron Marshall

In Progress		June 13, 2013	Mr. Ron Marshall
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Goal 8: Professional Growth and Effectiveness System - Layne Elementary School will fully implement the PGES. The baseline data from the 2015-16 school year, will be used to set targets for the 2016-17 school year.

Status	Progress Notes	Created On	Created By
N/A	To focus on bringing clarity and coherence utilizing PGES.	May 01, 2015	Mr. Ron Marshall
N/A	To focus on bringing clarity and coherence utilizing PGES.	June 25, 2014	Mr. Ron Marshall

Measurable Objective 1:

collaborate to increase teachers' awareness and understanding of the PGES components. by 06/05/2017 as measured by surveys or other checks of understanding after professional development activities. .

Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the professional growth and effectiveness system goal objective	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the professional growth and effectiveness system goal objective.	June 25, 2014	Mr. Ron Marshall

Strategy 1:

PLCs - The principal, teachers and goal clarity coach will work in professional learning communities to develop student growth goals based on student need.

Category: Continuous Improvement

Research Cited: Danielson

Status	Progress Notes	Created On	Created By
N/A	Utilizing PLCs we will focus on three specific aspects. To disperse leadership throughout the school, employ a system of reciprocal accountability, create a school culture that is simultaneously tight and loose, and learning by doing.	May 01, 2015	Mr. Ron Marshall
N/A	Utilizing PLCs we will focus on three specific aspects. To disperse leadership throughout the school, employ a system of reciprocal accountability, create a school culture that is simultaneously tight and loose, and learning by doing.	June 25, 2014	Mr. Ron Marshall

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Activity - Implementation of Professional Growth and effectiveness System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Assistant Principal will ensure the full implementation of the Professional Growth and Effectiveness System by ensuring that teachers work in professional learning communities to identify student growth goals.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Principal and Assistant Principal will ensure the full implementation of the Professional Growth and Effectiveness System by ensuring that teachers work in professional learning communities to identify student growth goals.	May 01, 2015	Mr. Ron Marshall
In Progress	Principal and Assistant Principal will ensure the full implementation of the Professional Growth and Effectiveness System by ensuring that teachers work in professional learning communities to identify student growth goals.	June 29, 2014	Mr. Ron Marshall

Activity - PGES Implementation Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will work in PLCs to develop a school-level PGES implementation monitoring plan referring to the PGES Timeline. This will ensure that Layne elementary administrators and staff and adhering to district and state implementation guidelines.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Principal and teachers will work in PLCs to develop a school-level PGES implementation monitoring plan referring to the PGES Timeline. This will ensure that Layne elementary administrators and staff and adhering to district and state implementation guidelines.	May 01, 2015	Mr. Ron Marshall
In Progress	Principal and teachers will work in PLCs to develop a school-level PGES implementation monitoring plan referring to the PGES Timeline. This will ensure that Layne elementary administrators and staff and adhering to district and state implementation guidelines.	June 29, 2014	Mr. Ron Marshall

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will development student growth goals based on student need. On-going meetings will be held during PLCs to discuss and edit plans.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Principal and teachers will development student growth goals based on student need. On-going meetings will be held during PLCs to discuss and edit plans	May 01, 2015	Mr. Ron Marshall
In Progress	Principal and teachers will development student growth goals based on student need. On-going meetings will be held during PLCs to discuss and edit plans.	June 29, 2014	Mr. Ron Marshall

Goal 9: Science Gap Goal

Status	Progress Notes	Created On	Created By
N/A	By May 2017, the percentage of students scoring proficient in science will increase by 31/9% for a total percentage of students scoring proficient or distinguished in science 68.1% as measured by the KPREP test.	May 01, 2015	Mr. Ron Marshall
N/A	By May 2017, the percentage of students scoring proficient in science will increase by 31/9% for a total percentage of students scoring proficient or distinguished in science 68.1% as measured by the KPREP test.	June 25, 2014	Mr. Ron Marshall

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency score of 55.0%. in Science by 05/31/2016 as measured by k-Prep data for Gap students in Science..

Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the science gap plan goal objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the science gap plan goal objective.	June 25, 2014	Mr. Ron Marshall

Strategy 1:

Science Lab - Gap Students in K-5 will have access to our newly create science lab. This space is available for students to observe living organisms that accompany the FOSS science kits and perform science experiments.

Category: Learning Systems

Research Cited: The Full Option Science System® (FOSS) has evolved from a philosophy of teaching and learning at the Lawrence Hall of Science that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

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Status	Progress Notes	Created On	Created By
N/A	By May 2017, the percentage of students scoring proficient in science will increase by 31/9% for a total percentage of students scoring proficient or distinguished in science 68.1% as measured by the KPREP test.	May 01, 2015	Mr. Ron Marshall
N/A	By May 2017, the percentage of students scoring proficient in science will increase by 31/9% for a total percentage of students scoring proficient or distinguished in science 68.1% as measured by the KPREP test.	June 29, 2014	Mr. Ron Marshall

Activity - Science Lab Experiments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit the science lab to perform activities related to research and observation.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, Smith, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students will visit the science lab to perform activities related to research and observation.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will visit the science lab to perform activities related to research and observation.	June 29, 2014	Mr. Ron Marshall

Activity - FOSS Kits- Inquiry Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the FOSS kits provided by the district along with teacher guides and www.fossweb.com to create lessons that are aligned with the NGSS standards.	Academic Support Program	08/21/2014	06/05/2015	\$0	No Funding Required	Tucker, Marshall, Smith, C. Watkins

Status	Progress Notes	Created On	Created By
In Progress	Teachers will use the FOSS kits provided by the district along with teacher guides and www.fossweb.com to create lessons that are aligned with the NGSS standards.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will use the FOSS kits provided by the district along with teacher guides and www.fossweb.com to create lessons that are aligned with the NGSS standards.	June 29, 2014	Mr. Ron Marshall

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 teachers work in grade level professional learning communities to plan, assess and analyze student data in science to ensure that gap students are identified and provided with interventions to ensure proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0	No Funding Required	K-5 teachers.

Status	Progress Notes	Created On	Created By
In Progress	K-5 teachers work in grade level professional learning communities to plan, assess and analyze student data in science to ensure that gap students are identified and provided with interventions to ensure proficiency.	May 01, 2015	Mr. Ron Marshall
In Progress	K-5 teachers work in grade level professional learning communities to plan, assess and analyze student data in science to ensure that gap students are identified and provided with interventions to ensure proficiency.	June 29, 2014	Mr. Ron Marshall

Goal 10: Writing Gap Goal

Status	Progress Notes	Created On	Created By
N/A	By May 2017, the percentage of students scoring proficient in writing will increase by 44.5% for a total percentage of students scoring proficient or distinguished in writing 55.5% as measured by the KPREP test.	May 01, 2015	Mr. Ron Marshall
N/A	By May 2017, the percentage of students scoring proficient in writing will increase by 44.5% for a total percentage of students scoring proficient or distinguished in writing 55.5% as measured by the KPREP test.	June 25, 2014	Mr. Ron Marshall

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency 26% in Writing by 05/31/2017 as measured by gap scores in writing on the K-Prep test.

Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the writing gap plan goal objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the writing gap plan goal objective.	June 25, 2014	Mr. Ron Marshall

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Strategy 1:

DIPP - Our Deep Implementation Planning Process is used during PLC time to evaluate student progress on a 30/60/90 day scale and make mid-course corrections in strategies and interventions as necessary.

Category: Learning Systems

Research Cited: DuFours

Status	Progress Notes	Created On	Created By
N/A	Deep Implementation Planning Process	May 01, 2015	Mr. Ron Marshall
N/A	Deep Implementation Planning Process	May 01, 2015	Mr. Ron Marshall
N/A	Deep Implementation Planning Process	June 29, 2014	Mr. Ron Marshall

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers work in grade level PLCs to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, Smith, K-5 teachers, Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Teachers work in grade level PLCs to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers work in grade level PLCs to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	June 29, 2014	Mr. Ron Marshall

Activity - Journeys Writing Component	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	Academic Support Program	08/22/2016	06/05/2017	\$60000	General Fund	Marshall, Smith, Mulrooney, K-5 Teachers

Status	Progress Notes	Created On	Created By
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In Progress	Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	June 29, 2014	Mr. Ron Marshall

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in live scoring sessions that are facilitated by as many teachers as possible to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Marshall, Smith, Mulroney, K-5 Teachers

Status	Progress Notes	Created On	Created By
In Progress	Students will participate in live scoring sessions that are facilitated by as many teachers as possible to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	May 01, 2015	Mr. Ron Marshall
In Progress	Students will participate in live scoring sessions that are facilitated by as many teachers as possible to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	June 29, 2014	Mr. Ron Marshall

Goal 11: Social Studies Gap Goal

Status	Progress Notes	Created On	Created By
N/A	By May 2017, the percentage of students scoring proficient in social studies will increase by 32.9% for a total percentage of students scoring proficient or distinguished in social studies 67.1% as measured by the KPREP test.	May 01, 2015	Mr. Ron Marshall
N/A	By May 2017, the percentage of students scoring proficient in social studies will increase by 32.9% for a total percentage of students scoring proficient or distinguished in social studies 67.1% as measured by the KPREP test.	June 25, 2014	Mr. Ron Marshall

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency rate of 42 percent in Social Studies by 05/31/2017 as measured by Accountability scores for Gap students in social studies on the K-Prep test.

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Status	Progress Notes	Created On	Created By
Not Met	Through the use of our activities we will meet the social studies gap plan objective.	May 01, 2015	Mr. Ron Marshall
Not Met	Through the use of our activities we will meet the social studies gap plan objective.	June 25, 2014	Mr. Ron Marshall

Strategy 1:

DIPP - Teachers will use our DIPP strategy and a 30/60/90 day plan to analyze data and create interventions for struggling students.

Category: Continuous Improvement

Research Cited: Dufours

Status	Progress Notes	Created On	Created By
N/A	Deep Implementation Planning Process	May 01, 2015	Mr. Ron Marshall
N/A	Deep Implementation Planning Process	June 29, 2014	Mr. Ron Marshall

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLCs to ensure gap students increase proficiency in social studies. Teachers will analyze student scores and identify students who would benefit from intervention groups and extra practice with specific standards.	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	K-5 Teachers, Marshall,

Status	Progress Notes	Created On	Created By
In Progress	Teachers will work in PLCs to ensure gap students increase proficiency in social studies. Teachers will analyze student scores and identify students who would benefit from intervention groups and extra practice with specific standards.	May 01, 2015	Mr. Ron Marshall
In Progress	Teachers will work in PLCs to ensure gap students increase proficiency in social studies. Teachers will analyze student scores and identify students who would benefit from intervention groups and extra practice with specific standards.	June 29, 2014	Mr. Ron Marshall

Activity - Houghton Mifflin Textbooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Layne's SBDM and text book committees approved the purchase of new social studies books to ensure that gap students have access to high quality text books.	Academic Support Program	08/22/2016	06/05/2017	\$0	General Fund	Marshall, Teachers, Mulrooney

Status	Progress Notes	Created On	Created By
In Progress	Layne's SBDM and text book committees approved the purchase of new social studies books to ensure that gap students have access to high quality text books.	May 01, 2015	Mr. Ron Marshall
In Progress	Layne's SBDM and text book committees approved the purchase of new social studies books to ensure that gap students have access to high quality text books.	June 29, 2014	Mr. Ron Marshall

Goal 12: Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy 1:

Reading Novice Reduction Goal - The strategies/action that will be used to achieve in reaching this goal working collaboratively with staff to identify student needs and to design , revise, and monitor instruction to ensure effective delivery of the required curriculum. The strategies/action that will be used to achieve in reaching this goal will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents. The strategies/action that will be used to achieve reaching this goal will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

ILT and Lions Support Minutes/Agendas/Next Steps

RTI, Intervention Schedule, Interventionists, Instructional Resources

Activity - Reading Novice Reduction Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Reading Novice Reduction Goal	Academic Support Program	08/22/2016	06/05/2017	\$0	No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulrooney, Mr. Smith, and Classroom teachers and staff.
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Goal 13: Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy 1:

Mathematics Novice Reduction Goal -

The strategies/action that will be used to achieve in reaching this goal working collaboratively with staff to identify student needs and to design , revise, and monitor instruction to ensure effective delivery of the required curriculum.

The strategies/action that will be used to achieve in reaching this goal will be monitoring and evaluating the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.

The strategies/action that will be used to achieve reaching this goal will be analyzing current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

ILT and Lions Support Minutes/Agendas/Next Steps

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

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Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0	No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math and Science night	Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Parent Involvement	08/22/2016	06/05/2017	\$4950	Skinner, Marshall, O'Loughlin
Textbooks	Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0	Mulrooney, Team Leaders, Teachers K-5
Daytime Planetarium	Students will participate in hands on learning activity which supports the science common core standards.	Academic Support Program	01/23/2017	01/23/2017	\$500	FRC Coordinator, Assistant Principal
Family Math Night	Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500	M. Skinner, R. Marshall, B. Smith,
Parental/Community Involvement	Layne will host a Science night where parents and community members will be taught strategies for improving their child's ability to master specific skills.	Community Engagement	01/23/2017	01/23/2017	\$1450	Counselor, FRC Coordinator, Science Lead
Language Mechanics	Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics.	Academic Support Program	08/22/2016	06/05/2017	\$500	Mulrooney, Sanford, Duncan, Waller and A. Conley
Textbooks	Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0	All teachers, and instructional staff
Family Literacy Night	The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500	Skinner, Hamilton, Mulrooney

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Parental/Community Involvement	Layne will host a family math night, a literacy night and a science night to share and involve the community in the activities taking place at the school.	Parent Involvement	08/22/2016	06/05/2017	\$1300	Counselor, Family Resource Coordinator, RTI Resource Teacher
Total					\$15700	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Houghton Mifflin Textbooks	Layne's SBDM and text book committees approved the purchase of new social studies books to ensure that gap students have access to high quality text books.	Academic Support Program	08/22/2016	06/05/2017	\$0	Marshall, Teachers, Mulrooney
On-Demand Writing	We will utilize graphic organizers, On-Demand writing and specific KCAS Standards to increase student achievement in writing.	Academic Support Program	08/22/2016	06/05/2017	\$0	Principal, Assistant Principal, Counselor, K-5 teachers, Goal Clarity Coach, RTI Resource teacher, Instructional Assistants
Integration	Students will participate in daily social studies instruction using hands-on learning, technology programs and integrated instruction.	Other	08/22/2016	06/05/2017	\$0	Marshall, Smith
Celebrations	Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Successmaker and Study Island students who meet their weekly goals are rewarded with gift certificates to the Super Success Store. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000	R. Marshall
Celebrations	Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000	R. Marshall, B. Smith, J. Mulrooney

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District assessments, CASCADE, ABC Tests, Intervention Groups	Whole and small group interventions, Study Island, SuccessMaker, Timez Attack	Academic Support Program	08/22/2016	06/05/2017	\$0	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor
Houghton Mifflin Textbooks	Textbook collection consisting of fifth grade print rich instructional reading material and activity based lessons on social studies content	Academic Support Program	08/21/2016	06/05/2017	\$0	Principal, Assistant Principal, Counselor, Fifth grade teachers, Goal Clarity Coach, RTI Teacher, Instructional Assistants
Science Improvement Plan	McGraw-Hill Textbooks	Academic Support Program	08/22/2016	06/05/2017	\$5400	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Classroom Teachers, RTI Resource teacher
Journeys Writing Component	Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	Academic Support Program	08/22/2016	06/05/2017	\$60000	Marshall, Smith, Mulrooney, K-5 Teachers
Intervention Groups	Students will receive whole group and small group interventions, utilize Study Island, Successmaker, Timez Attack, and RTI Interventions	Academic Support Program	08/22/2016	06/05/2017	\$0	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

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Arts & Humanities	Teachers will have weekly meetings with team leaders to discuss and collect evidence of proficient/distinguished student work.	Other	08/22/2016	06/05/2017	\$500	Muller
Professional Learning Community	Activity-Monitor Student Progress/Collaboration Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.	Professional Learning	08/21/2016	06/05/2017	\$2000	M. Watkins, S. O'Loughlin, T. Hall, C. Waller, H. Sanford, S. Stalker, S. Muller
Total					\$69900	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891	J. Mulrooney
SBDM Council monitoring implementation	The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0	RTI Teacher
Family Literacy Night	Literacy night will be held to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Parent Involvement	08/22/2016	05/31/2017	\$4000	Skinner, Dr. Marshall
Celebrating Accomplishments	Layne will celebrate student academic success through our Cub & Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated on the morning show. Birthdays are celebrated every two months.	Other	08/21/2016	06/05/2017	\$500	Counselor, RTI Teacher, Bookkeeper
Success Maker	This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0	J. Mulrooney, S. Muller, and Classroom Teachers
Successmaker	Successmaker is a technology based program designed to help students who are at least two grade levels behind in math and reading.	Academic Support Program	08/22/2016	06/05/2017	\$0	Mulrooney, Muller

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Layne Elementary

Study Island	Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	Academic Support Program	08/22/2016	06/05/2017	\$0	Mulrooney, Muller
Assessments	Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0	R. Marshall, B. Smith, J. Mulrooney
Study Island	This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500	Classroom Teachers, J. Mulrooney, S. Muller
Live Scoring	Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Direct Instruction, Other - Teacher Guided Assessment	08/22/2016	06/05/2017	\$0	J. Mulrooney
Guidance Program	Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0	Counselor, B. Smith, M. Skinner, J. Mulrooney
Intervention	Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/22/2016	06/05/2017	\$214294	Walker, Mulrone, Marshall
Learning Targets	Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0	All teachers and instructional staff
Technical Assistance	To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	Academic Support Program	08/22/2016	06/05/2017	\$0	Muller, Dr. Marshall
Total					\$296185	

No Funding Required

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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Non-Academic Data	Non-Academic data is collected through the Assistant Principal, Counselor, FRC Coordinator, RTI Resource Teacher. Layne's Assistant Principal, and Counselor work regularly with students having behavior difficulties and collect/slash report to the RTI Team. Attendance is taken daily and reviewed weekly by the Attendance Committee. Students who are identified as deficient will receive phone calls, letters sent home, home visits, and conferences held to ensure that students basic needs are being met. School climate is measured at multiple points during the school year through school surveys (TELL Survey, Comprehensive School Survey).	Other	08/22/2016	06/05/2017	\$0	B. Nelson, M. Skinner, B. Smith, J. Mulrooney
Professional Development/PLC's	Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	06/05/2017	\$0	Dr. Marshall
PLCs	Teachers will work in PLCs to ensure gap students increase proficiency in social studies. Teachers will analyze student scores and identify students who would benefit from intervention groups and extra practice with specific standards.	Academic Support Program	08/22/2016	06/05/2017	\$0	K-5 Teachers, Marshall,
Professional Development	Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0	C. Watkins, J. Mulrooney, A. Walker
PGES Implementation Monitoring	Principal and teachers will work in PLCs to develop a school-level PGES implementation monitoring plan referring to the PGES Timeline. This will ensure that Layne elementary administrators and staff and adhering to district and state implementation guidelines.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall, K-5 Teachers
Teacher Turnaround	Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall, Mulrooney
Professional Learning Communities	K-5 teachers work in grade level professional learning communities to plan, assess and analyze student data in science to ensure that gap students are identified and provided with interventions to ensure proficiency.	Professional Learning	08/22/2016	06/05/2017	\$0	K-5 teachers.
Professional Development	Teachers will receive professional development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency. PD will take place in faculty meetings, Gold Days, after school, etc.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall
Implementation of Professional Growth and effectiveness System	Principal and Assistant Principal will ensure the full implementation of the Professional Growth and Effectiveness System by ensuring that teachers work in professional learning communities to identify student growth goals.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall, K-5 Teachers

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Science Lab Experiments	Students will visit the science lab to perform activities related to research and observation.	Academic Support Program	08/22/2016	06/05/2017	\$0	Marshall, Smith, K-5 Teachers
SuccessMaker	This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Academic Support Program	08/22/2016	06/05/2017	\$0	S. Muller, Mulrooney
Parental/Community Involvement	Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	Parent Involvement	08/22/2016	06/05/2017	\$0	Dr. Marshall
Cub Camp	Two day kindergarten preparation program to provide basic skills for entering kindergarten.	Academic Support Program	08/22/2016	05/31/2017	\$0	FRC, Kindergarten teachers, Dr. Marshall
FOSS Kits- Inquiry Based Learning	Teachers will use the FOSS kits provided by the district along with teacher guides and www.fossweb.com to create lessons that are aligned with the NGSS standards.	Academic Support Program	08/21/2014	06/05/2015	\$0	Tucker, Marshall, Smith, C. Watkins
Mathematics Novice Reduction Goal	Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff
Live Scoring	Students will participate in live scoring sessions that are facilitated by as many teachers as possible to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	Academic Support Program	08/22/2016	06/05/2017	\$0	Marshall, Smith, Mulroney, K-5 Teachers
FOSS Kits- Inquiry Based Learning	Science modules will be utilized by all teachers as the core instruction for Science.	Academic Support Program	08/22/2016	06/05/2017	\$0	Science Lead, Goal Clarity Coach, K-5 Teachers
PLCs	Teachers work in grade level PLCs to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	Academic Support Program	08/22/2016	06/05/2017	\$0	Marshall, Smith, K-5 teachers, Mulrooney
Live Scoring	Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	Academic Support Program	08/22/2016	06/05/2017	\$0	K-5 Teachers, Assistant Principal, Counselor, Goal Clarity Coach, RTI Resource Teacher, Instructional Assistants

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Reponse to Intervention	Teachers will provide intervention to students who fall below proficiency levels according to CASCADE data or individual student needs.	Academic Support Program	08/21/2016	06/05/2017	\$0	Mulroney, Smith, Marshall, C. Watkins
Parental/Community Involvement	Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement	08/01/2014	06/05/2015	\$0	Marshall and Smith
Student Growth Goals	Principal and teachers will development student growth goals based on student need. On-going meetings will be held during PLCs to discuss and edit plans.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall, K-5 Teachers
Professional Learning Communities	Teachers will analyze student work from teacher made assessments (ABC Tests) and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	06/05/2017	\$0	Marshall, Mulrooney, Team leaders, Teachers
Reading Novice Reduction Goal	Reading Novice Reduction Goal	Academic Support Program	08/22/2016	06/05/2017	\$0	Mr. Marshall, Ms. Spangler, Ms. Mulrooney, Mr. Smith, and Classroom teachers and staff.
Response to Intervention	Students are given intervention activities to improve identified skills per CASCADE data and/or individual needs. Students participate in integrating reading in the content area of science.	Other	08/22/2016	06/05/2017	\$0	RTI Resource, Fourth grade teachers, Goal Clarity Coach
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Layne 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

Layne Elementary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Layne 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	schools.jefferson.kyschools.us/Elementary/Layne/	

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

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

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

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

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

Comprehensive School Improvement Plan

Layne 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 Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

30-60-90 Plan - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic reading success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally. Students are encouraged to improve reading performance through Accelerated Reader. Those who meet their goals are rewarded through various activities.	Other	08/21/2016	12/15/2017	\$500 - Other	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Comprehensive School Improvement Plan

Layne Elementary

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a literacy night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Parent Involvement	08/22/2016	12/15/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher, STC

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, RTI Resource, Reading Recovery

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Comprehensive School Improvement Plan

Layne Elementary

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Lexia and Earobics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These technology based programs are designed to get students on grade level in reading. These programs targets students who are below grade level. Lexia and Earobics is available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. Muller, Mulrooney

Goal 2:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

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Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

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

Goal 1:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

30-60-90 Plan - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be

SY 2016-2017

Comprehensive School Improvement Plan

Layne Elementary

analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic reading success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally. Students are encouraged to improve reading performance through Accelerated Reader. Those who meet their goals are rewarded through various activities.	Other	08/21/2016	12/15/2017	\$500 - Other	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Comprehensive School Improvement Plan

Layne Elementary

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a literacy night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Parent Involvement	08/22/2016	12/15/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher, STC

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, RTI Resource, Reading Recovery

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Lexia and Earobics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These technology based programs are designed to get students on grade level in reading. These programs targets students who are below grade level. Lexia and Earobics is available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. Muller, Mulrooney

Goal 2:

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

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Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Strategy1:

30-60-90 - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for math.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teachers, which focus on strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, RTI Resource

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	All teachers and instructional staff

Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall, B. Smith, J. Mulrooney

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic math success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally.	Academic Support Program Other	08/22/2016	12/15/2017	\$0 - No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

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Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500 - Other	Classroom Teachers, J. Mulrooney, S. Muller

Activity - Success Maker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney, S. Muller, and Classroom Teachers

Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0 - Other	RTI Teacher

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891 - Other	J. Mulrooney

Activity - Guidance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0 - Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	R. Marshall, B. Smith, J. Mulrooney

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.</p> <p>Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.</p>	Professional Learning	08/21/2016	12/15/2017	\$2000 - General Fund	Marshall, Mulrooney, Team Leaders, Teachers

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a Family Math Night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Community Engagement	08/22/2016	12/15/2016	\$0 - FRYSC	Counselor, FRC, RTI Resource, STC

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0 - Title I Part A	All teachers, and instructional staff

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions using Study Island, Timez Attack, Envisions Intervention system, and other RTI interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	M. Skinner, R. Marshall, B. Smith,

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Goal 3:

Combined Reading and Math Goal-By May 2019, the percentage of students scoring proficient in Reading and Math will increase from 45.8% in 2015-16 to a total percentage of students scoring proficient/distinguished 69.8% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Black or African-American, White, Economically Disadvantaged and Hispanic or Latino students will demonstrate a proficiency level of 56.4 % as measured on the KPREP test. The target population for this increase is all Gap groups in math and in Reading by 05/31/2017 as measured by an increase of all GAP groups in reading and math..

Strategy1:

DIPP-- Students will be identified as Tier 2 and Tier 3 students via data analysis of district, common assessments and RTI data. Those students will be placed into intervention groups to receive differentiated instruction to focus on their specific learning needs to help them reach proficiency.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne provides families opportunities to give feedback and input to the school through formal surveys (i.e., Comprehensive School Surveys, TELL Surveys) and formally through conferences, email, and personal conversations. Parents are always welcome to attend/speak at SBDM meetings as long as the required processes are followed.	Parent Involvement	08/01/2014	06/05/2015	\$0 - No Funding Required	Marshall and Smith

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne regularly informs families of their children's learning progress through daily communication in the students' agendas, phone calls, and newsletter.	Parent Involvement	08/22/2016	06/05/2017	\$0 - No Funding Required	Dr. Marshall

Activity - Teacher Turnaround	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher turnaround teams are included in our plan to increase student achievement. They consist of intensive, year-round training focused on teacher effectiveness and school improvements as well as follow-up at the local school level.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall, Mulrooney

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Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a technology based program designed to help students in math and reading, who are one grade below, or on/above grade level.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Mulrooney, Muller

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery and Math interventions are provided to students who are identified as Tier II and/or Tier III according to the RTI data.	Academic Support Program	08/22/2016	06/05/2017	\$214294 - Other	Walker, Mulroney, Marshall

Activity - Family Math and Science night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Parent Involvement	08/22/2016	06/05/2017	\$4950 - Title I Part A	Skinner, Marshall, O'Loughlin

Activity - Cub Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two day kindergarten preparation program to provide basic skills for entering kindergarten.	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	FRC, Kindergarten teachers, Dr. Marshall

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy night will be held to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Parent Involvement	08/22/2016	05/31/2017	\$4000 - Other	Skinner, Dr. Marshall

Activity - Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker is a technology based program designed to help students who are at least two grade levels behind in math and reading.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Mulrooney, Muller

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development led by our Goal Clarity Coach, which focuses on reading and math strategies that will assist students in reaching proficiency. PD will take place in faculty meetings, Gold Days, after school, etc.	Professional Learning	08/22/2016	06/05/2017	\$0 - No Funding Required	Marshall

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Activity - Professional Development/PLC's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly PLC's, led by our Goal Clarity Coach, which focuses on data to implement math and reading strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	06/05/2017	\$0 - No Funding Required	Dr. Marshall

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To inform teachers of ways to intergrate technology into their lessons that are based on KCAS standard.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	Muller, Dr. Marshall

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for extended response and short answer. During this time teachers will provide immediate feedback on how to improve written responses.	Direct Instruction Other - Teacher Guided Assessment	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney

Goal 4:

Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice math students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Timez Attack, Sum Dog, Envisions Intervention Systems, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

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Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Timez Attack, and Sum Dog are technology based programs that are designed to get students on grade level in math. These programs targets students who are below grade level. They are available before, during and after school.	Technology	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Goal 5:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

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

Goal 1:

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or

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Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Strategy1:

30-60-90 - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for math.

Category: Continuous Improvement

Research Cited: Dufour

Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0 - Other	RTI Teacher

Activity - Success Maker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney, S. Muller, and Classroom Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891 - Other	J. Mulrooney

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	All teachers and instructional staff

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.</p> <p>Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.</p>	Professional Learning	08/21/2016	12/15/2017	\$2000 - General Fund	Marshall, Mulrooney, Team Leaders, Teachers

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	R. Marshall, B. Smith, J. Mulrooney

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500 - Other	Classroom Teachers, J. Mulrooney, S. Muller

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a Family Math Night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Community Engagement	08/22/2016	12/15/2016	\$0 - FRYSC	Counselor, FRC, RTI Resource, STC

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teachers, which focus on strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, RTI Resource

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Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions using Study Island, Timez Attack, Envisions Intervention system, and other RTI interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic math success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally.	Academic Support Program Other	08/22/2016	12/15/2017	\$0 - No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0 - Title I Part A	All teachers, and instructional staff

Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall, B. Smith, J. Mulrooney

Activity - Guidance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0 - Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	M. Skinner, R. Marshall, B. Smith,

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Goal 2:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

30-60-90 Plan - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic reading success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally. Students are encouraged to improve reading performance through Accelerated Reader. Those who meet their goals are rewarded through various activities.	Other	08/21/2016	12/15/2017	\$500 - Other	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, RTI Resource, Reading Recovery

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a literacy night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Parent Involvement	08/22/2016	12/15/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher, STC

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Lexia and Earobics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These technology based programs are designed to get students on grade level in reading. These programs targets students who are below grade level. Lexia and Earobics is available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. Muller, Mulrooney

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Goal 3:

Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice math students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Timez Attack, Sum Dog, Envisions Intervention Systems, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Timez Attack, and Sum Dog are technology based programs that are designed to get students on grade level in math. These programs targets students who are below grade level. They are available before, during and after school.	Technology	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Goal 4:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Narrative:

Brigance

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

Goal 1:

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Strategy1:

30-60-90 - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be

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evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for math.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teachers, which focus on strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, RTI Resource

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	M. Skinner, R. Marshall, B. Smith,

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0 - Title I Part A	All teachers, and instructional staff

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic math success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally.	Academic Support Program Other	08/22/2016	12/15/2017	\$0 - No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a Family Math Night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Community Engagement	08/22/2016	12/15/2016	\$0 - FRYSC	Counselor, FRC, RTI Resource, STC

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.</p> <p>Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.</p>	Professional Learning	08/21/2016	12/15/2017	\$2000 - General Fund	Marshall, Mulrooney, Team Leaders, Teachers

Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0 - Other	RTI Teacher

Activity - Guidance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0 - Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions using Study Island, Timez Attack, Envisions Intervention system, and other RTI interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

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Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891 - Other	J. Mulrooney

Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall, B. Smith, J. Mulrooney

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	All teachers and instructional staff

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	R. Marshall, B. Smith, J. Mulrooney

Activity - Success Maker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney, S. Muller, and Classroom Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500 - Other	Classroom Teachers, J. Mulrooney, S. Muller

Goal 2:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

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Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

30-60-90 Plan - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a literacy night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Parent Involvement	08/22/2016	12/15/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher, STC

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic reading success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally. Students are encouraged to improve reading performance through Accelerated Reader. Those who meet their goals are rewarded through various activities.	Other	08/21/2016	12/15/2017	\$500 - Other	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Lexia and Earobics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These technology based programs are designed to get students on grade level in reading. These programs targets students who are below grade level. Lexia and Earobics is available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. Muller, Mulrooney

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Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, RTI Resource, Reading Recovery

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Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Goal 3:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

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Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Goal 4:

Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice math students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

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Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Timez Attack, Sum Dog, Envisions Intervention Systems, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Timez Attack, and Sum Dog are technology based programs that are designed to get students on grade level in math. These programs targets students who are below grade level. They are available before, during and after school.	Technology	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers

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

Goal 1:

Reading Goal -Reading Goal-By May 2019, the percentage of students scoring proficient in Reading will increase from 46.7% in 2015-16 to a total percentage of students scoring proficient/distinguished 68.7% as measured on the K-PREP Test.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency level of 56.2 in English Language Arts by 05/31/2017 as measured by performance on the KPREP test..

Strategy1:

30-60-90 Plan - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be

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analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for reading.

Category: Continuous Improvement

Research Cited: Marzano, Dufour

Activity - Lexia and Earobics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These technology based programs are designed to get students on grade level in reading. These programs targets students who are below grade level. Lexia and Earobics is available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. Muller, Mulrooney

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the research based program Journeys. This program is comprehensive in that it incorporates all ELA common core standards for KCAS.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Title I Part A	Mulrooney, Team Leaders, Teachers K-5

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	Marshall, Mulrooney, Team leaders, Teachers

Activity - Bellarmine Literacy Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, RTI Resource, Reading Recovery

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Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic reading success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally. Students are encouraged to improve reading performance through Accelerated Reader. Those who meet their goals are rewarded through various activities.	Other	08/21/2016	12/15/2017	\$500 - Other	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC will sponsor a family literacy night to increase the involvement of parents. This will increase their awareness of the importance of reading to and with their children.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	Skinner, Hamilton, Mulrooney

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a literacy night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Parent Involvement	08/22/2016	12/15/2017	\$1300 - Title I Part A	Counselor, Family Resource Coordinator, RTI Resource Teacher, STC

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Principal, Assistant Principal, Counselor, Goal Clarity Coach, Resource Teacher, Classroom Teachers, Instructional Assistants, ECE Teachers

Goal 2:

Math Goal-By May 2019, the percentage of students scoring proficient in Math will increase from 44.9% in 2015-16 to a total percentage of students scoring proficient/distinguished 70.7% as measured on the K-PREP Test.

Measurable Objective 1:

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A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency 52.7% as measured on the Kentucky Performance Rating for Educational Progress (K-PREP) in Mathematics by 05/31/2017 as measured by K-PREP.

Strategy1:

30-60-90 - In the first 30 days, students will be identified using district assessments, teacher created assessments, and data analysis in Professional Learning Communities (PLCS). These students will be placed in interventions. At 60 days, intervention groups will be evaluated, data will be collected and analyzed and intervention groups will be reorganized and continued. At the 90 day point, scores will be analyzed to determine whether or not the specific goals have been attained. More specifically, 50% of these students receiving interventions will have moved into Proficient or Distinguished for math.

Category: Continuous Improvement

Research Cited: Dufour

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the district proficiency assessments and teachers will enter the required student data on CASCADE. Data will be turned in to the Principal for approval and documentation.	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	R. Marshall, B. Smith, J. Mulrooney

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teachers, which focus on strategies that will assist students in reaching proficiency.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Goal Clarity Coach, RTI Resource

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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Teachers will analyze student work from teacher made assessments and district proficiencies. Analysis of these assessments, (Response to Intervention) will be used to place students into intervention comprehensive or enrichment groups for differentiated instruction. Additionally, teachers will discuss and deconstruct the common core standards, plan engaging and rigorous lessons, ensure higher order thinking/questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals.</p> <p>Analyze Student work from teacher made assessments and district made assessments in math. Analysis of these assessments (Response to Intervention) will be used to place students into intervention, comprehensive or enrichment groups for differentiated instruction. Teachers will discuss common core standards, plan engaging and rigorous lessons, ensure higher order thinking questioning, create common assessments, share teaching strategies and resources, and set individual student and team goals. Periodically, staff members submit data forms to review.</p>	Professional Learning	08/21/2016	12/15/2017	\$2000 - General Fund	Marshall, Mulrooney, Team Leaders, Teachers

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal Clarity Coach and RTI Resource Teacher will work with classroom teachers, and Tier II and Tier III students in small groups to reinforce math instruction, problem based learning, and investigative learning using evidence based math intervention programs.	Academic Support Program	08/22/2016	06/05/2017	\$76891 - Other	J. Mulrooney

Activity - Celebrating Accomplishments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic math success through our Mane Connection program. Students performing at the Proficient/Distinguished levels will have their pictures and names displayed on the bulletin board in the front lobby. They will also be celebrated during our KPREP pep rally.	Academic Support Program Other	08/22/2016	12/15/2017	\$0 - No Funding Required	B. Nelson, M. Skinner, B. Smith, J. Mulrooney

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed for students who are from one year below grade level to students that are above grade level. This program self monitors student progress and aligns the interactive lesson to the students personal level by building confidence and skill.	Technology	08/22/2016	06/05/2017	\$500 - Other	Classroom Teachers, J. Mulrooney, S. Muller

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Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post and articulate learning targets in students friendly language for all math lessons (I Can Statements).	Academic Support Program	08/22/2016	06/05/2017	\$0 - Other	All teachers and instructional staff

Activity - Success Maker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This technology based program is designed to get students on grade level in Math. This program targets students who are two years below grade level. Success Maker is available before , during and after school.	Technology	08/22/2016	06/05/2017	\$0 - Other	J. Mulrooney, S. Muller, and Classroom Teachers

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions using Study Island, Timez Attack, Envisions Intervention system, and other RTI interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	Teachers, Resource Teachers, Goal Clarity Coach, Principal, Assistant Principal, Instructional Staff, Counselor

Activity - Guidance Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne's Guidance team meets systematically with all students teaching social, emotional, safety, health, and behavioral skills. These are targeted strategies to promote life long problem solving skills.	Behavioral Support Program	08/22/2016	06/05/2017	\$0 - Other	Counselor, B. Smith, M. Skinner, J. Mulrooney

Activity - Parental/Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will host a Family Math Night to share and involve the community in the activities taking place at the school. Parents are provided with additional resources through our school website.	Community Engagement	08/22/2016	12/15/2016	\$0 - FRYSC	Counselor, FRC, RTI Resource, STC

Activity - Textbooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and instructional staff will utilize Envision Math for all math content.	Academic Support Program	08/21/2014	06/06/2015	\$0 - Title I Part A	All teachers, and instructional staff

Activity - SBDM Council monitoring implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council will monitor the implementation of the strategies/activities each month using the data that is collected by the responsible person(s) and/or component managers. (NCLB 1)	Other	08/22/2016	06/05/2017	\$0 - Other	RTI Teacher

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Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family math night(s) will be held to share and involve the community in the Envision Math Program and Science night. Parents/Guardians will continue to receive written notification provided by the School and the District regarding our schools NCLB status.	Community Engagement	08/22/2016	06/05/2017	\$3500 - Title I Part A	M. Skinner, R. Marshall, B. Smith,

Activity - Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Layne will celebrate student academic success. Students performing at the proficient/distinguished levels will have their name displayed on the Principal's Wall of Fame. Additionally, students that perform well academically, behaviorally and have perfect attendance are invited to Layne Cub and Mane Connection awards program. Layne also celebrates students birthdays once a month.	Academic Support Program	08/22/2016	06/05/2017	\$1000 - General Fund	R. Marshall, B. Smith, J. Mulrooney

Goal 3:

Math Novice Reduction Goal

Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice math students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Timez Attack, and Sum Dog are technology based programs that are designed to get students on grade level in math. These programs targets students who are below grade level. They are available before, during and after school.	Technology	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

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Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Timez Attack, Sum Dog, Envisions Intervention Systems, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers

Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

Goal 4:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

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Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Writing Gap Goal

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency 26% in Writing by 05/31/2017 as measured by gap scores in writing on the K-Prep test.

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Strategy1:

30-60-90 - Our 30-60-90 Plan will be used to evaluate our gap students progress and make mid-course corrections in strategies and interventions as necessary.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics or other resources..	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 Teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in live scoring sessions that are facilitated by instructional and support staff to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Principal, AP, Counselor, K-5 Teachers, GCC, RTI Resource, ECE teachers,

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs and the RTI team to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 teachers, RTI Resource, GCC

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to our school writing improvement plan, GCC provides a monthly writing prompt, differentiated for primary and intermediate grades, to encourage the appropriate grade-level development of writing skills. Each piece will be evaluated and a winner will be chosen from each classroom and one from each grade group. Winners get to read their piece on the morning telecast.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 teachers, Goal Clarity Coach

Activity - Journeys Writing Component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	Academic Support Program	08/22/2016	12/15/2017	\$60000 - General Fund	Marshall, Smith, Mulrooney, K-5 Teachers

Goal 2:

Math Novice Reduction Goal

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Measurable Objective 1:

A 40% decrease of Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Mathematics by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice math students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Lesson Plans, data analysis, PLC, District Assessments, and School Assessments

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island, Timez Attack, and Sum Dog are technology based programs that are designed to get students on grade level in math. These programs targets students who are below grade level. They are available before, during and after school.	Technology	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Timez Attack, Sum Dog, Envisions Intervention Systems, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 Teachers

Activity - Mathematics Novice Reduction Goal	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematics Novice Reduction Goal	Academic Support Program	08/22/2016	05/31/2017	\$0 - No Funding Required	Mr. Marshall, Ms. Spangler, Ms. Mulroney, Mr. Smith, and classroom teachers and staff

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Goal 3:

Reading Novice Reduction Goal

Measurable Objective 1:

A 45% decrease of Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will collaborate to "meet Novice Reduction Targets" in Reading by 05/31/2017 as measured by K-PREP .

Strategy1:

30-60-90 Plan - Following the identification of our Novice reading students, teachers and RTI resource will develop intervention groups based on specific needs, and will use progress monitoring to determine effectiveness. The required curriculum will be redesigned, revised, and monitored to ensure that quality Tier 1 classroom instruction and best practices are being utilized daily.. The strategies that will be used to achieve this goal will be developed after analysis of STAR data, Lexia data and other teacher collected data. The RTI team will meet each 6 weeks to review the progress of these students, and necessary academic changes will be made at that time.

Category: Continuous Improvement

Research Cited: PLC Minutes, Data Analysis, and Lesson Plans, DuFour

RTI, Intervention Schedule, Interventionists, Instructional Resources

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend on-going professional development, led by district/school resource teacher(s) which focus on strategies that will assist students in reaching proficiency.	Professional Learning	08/22/2016	12/15/2017	\$0 - General Fund	GCC, RTI Resource, K-5 Teachers, Reading Recovery

Activity - ELA Kindergarten Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will be administering a new assessment component called the Phonemic Awareness Test (PAT) for the 2016-17 school year. This includes three separate tests that focus on phonemes and blending sounds. This is a JCPS effort to monitor student progress towards the Third Grade Reading Pledge.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	GCC, Kindergarten Teachers, AP

Activity - Bellarmine Literacy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A capacity building model for teacher development in research based, culturally relevant reading instruction.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	S. O'Loughlin, C. Bush, T. Hall, Marshall

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia, Earobics, and Study Island are technology based programs that are designed to get students on grade level in reading. These programs targets students who are below grade level. They are available before, during and after school.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 Teachers, RTI Resource

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive small group interventions, using Study Island, Lexia, Earobics, Journeys Toolkit, and other RTI Interventions.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	RTI Resource, GCC, K-5 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:

Writing Goal-By May 2019, the percentage of students scoring proficient in Writing will increase from 47.4% in 2015-16 to a total percentage of students scoring proficient/distinguished 64.5% as measured on the K-PREP Test.

Measurable Objective 1:

A 100% increase of Fifth grade students will demonstrate a proficiency level of 50.3% in Writing by 05/31/2017 as measured by K-PREP.

Strategy1:

Writing Improvement Plan - All Students will have an awareness of audience using suitable voice or tone with occasional lapses; develop ideas adequately by providing examples, details, facts, explanations or descriptions for support; applies characteristics of the mode; uses logical and coherent organization; uses transitional elements, appropriate word choice and sentence variety that connects ideas and generally guide the reader; exhibits correct grammar and usage; includes few errors in spelling, punctuation, capitalization, abbreviation or documentation that do not interfere with communication.

Category: Learning Systems

Research Cited: Best Practices as aligned with JCPS Writing Curriculum and ELA Standards.

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Activity - Writing Portfolios	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize graphic organizers, Writing Workshop, and writing across the curriculum to complete district required writing portfolios for each grade level.	Academic Support Program	08/15/2016	12/15/2017	\$0 - No Funding Required	K-5 teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Live Scoring for Extended Response and Short Answer questions. During this time, teachers and support staff will provide immediate feedback on how to improve written responses.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 Teachers, Assistant Principal, Counselor, Goal Clarity Coach, RTI Resource Teacher, Instructional Assistants

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics or other resources..	Academic Support Program	08/22/2016	12/15/2017	\$500 - Title I Part A	K-5 teachers

Activity - On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to our school writing improvement plan, GCC provides a monthly writing prompt, differentiated for primary and intermediate grades, to encourage the appropriate grade-level development of writing skills. Each piece will be evaluated and a winner will be chosen from each classroom and one from each grade group. Winners get to read their piece on the morning telecast.	Academic Support Program	08/22/2016	12/15/2017	\$0 - General Fund	K-5 teachers, Goal Clarity Coach

Goal 2:

Program Review - All areas of program review will be judged proficient according to the KDE rubric.

Measurable Objective 1:

demonstrate a proficiency in Arts & Humanities by 06/05/2017 as measured by a review conducted using the Kentucky Department of Education scoring rubrics..

Strategy1:

School Wide Programs/Performances - Students will be provided with a variety of opportunities to participate in school wide performances related to Arts & Humanities.

Category: Integrated Methods for Learning

Research Cited:

Comprehensive School Improvement Plan

Layne Elementary

Activity - Winter Sing Along	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn a variety of holiday songs and perform them for the school and community. Additionally, students will apply principles of art to create decorations for the performance.	Community Engagement	08/22/2016	12/31/2017	\$0 - General Fund	All Staff

Activity - Louisville Orchestra	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Louisville Orchestra will visit the school to teach students about the orchestra while incorporating relevant literature.	Academic Support Program	08/22/2016	12/31/2017	\$0 - General Fund	D. Larsen, 3rd, 4th and 5th Grade Teachers

Strategy2:

Program Review Committee - A Program Review committee will be created to help collect materials and information regarding the implementation of Program Review throughout the school. This committee will be responsible for inputting information into the appropriate documents and regularly updating school staff as to what areas of program review need further integration.

Category: Continuous Improvement

Research Cited: Pilot Schools

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will attend professional development in order to help staff members appropriately implement and document all areas of Program Review.	Professional Learning	08/08/2016	12/31/2017	\$0 - District Funding	Special Area Teachers, Family Resource Coordinator, Administrators

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Area teachers will meet with classroom teachers in their PLCs to help plan program integration in regular education classroom curriculum.	Professional Learning	08/08/2016	12/31/2017	\$0 - General Fund	All Staff Members

Measurable Objective 2:

demonstrate a proficiency in Writing by 12/31/2017 as measured by a review conducted using the Kentucky Department of Education scoring rubric..

Strategy1:

Writing Committee - A committee consisting of a variety of staff members will be formed to develop align writing curriculum across grade levels using the state standards.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Layne Elementary

Activity - Real World Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will respond to writing prompts that require them to think and analyze real world situations.	Academic Support Program	08/22/2016	12/31/2017	\$0 - General Fund	All Staff

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be required to complete On Demand Writing prompts on a variety of subjects.	Academic Support Program	08/22/2016	12/31/2017	\$0 - General Fund	All Staff

Measurable Objective 3:

demonstrate a proficiency in Practical Living by 06/05/2017 as measured by a review conducted using the Kentucky Department of Education scoring rubrics.

Strategy1:

Program Review Committee - A Program Review committee will be created to help collect materials and information regarding the implementation of Program Review throughout the school. This committee will be responsible for inputting information into the appropriate documents and regularly updating school staff as to what areas of program review need further integration.

Category: Continuous Improvement

Research Cited: Pilot Schools

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Area teachers will meet with classroom teachers in their PLCs to help plan program integration in regular education classroom curriculum.	Professional Learning	08/08/2016	12/31/2017	\$0 - General Fund	All Staff Members

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committee members will attend professional development in order to help staff members appropriately implement and document all areas of Program Review.	Professional Learning	08/08/2016	12/31/2017	\$0 - District Funding	Special Area Teachers, Family Resource Coordinator, Administrators

Activity - Arts & Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly incorporate Arts & Humanities curriculum into their lesson plans. Special area teachers will collaborate with classroom teachers to provide opportunities for students to learn material in a cross curricular setting.	Other	08/22/2016	12/15/2017	\$500 - General Fund	All staff

Strategy2:

Field Trips and Guest Speakers - Students will have a variety of experiences to learn Practical Living content as it relates to the real world.

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Category: Integrated Methods for Learning

Research Cited:

Activity - Camp Kentahten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend Camp Kentahten where they will learn about living a healthy lifestyle and eating a balanced diet.	Field Trip	08/08/2016	12/31/2017	\$0 - FRYSC	4th Grade Teachers, Family Resource Coordinator and Administrators

Activity - JA BizTown	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will learn how businesses function in the real world. The learning experience will end in a simulation of real world business situations and interactions.	Career Preparation/ Orientation	08/10/2016	12/31/2017	\$0 - FRYSC	5th Grade Teachers and FRC Coordinator

Goal 3:

Writing Gap Goal

Measurable Objective 1:

A 3% increase of Black or African-American, Economically Disadvantaged, Hispanic or Latino and English Learners students will demonstrate a proficiency 26% in Writing by 05/31/2017 as measured by gap scores in writing on the K-Prep test.

Strategy1:

30-60-90 - Our 30-60-90 Plan will be used to evaluate our gap students progress and make mid-course corrections in strategies and interventions as necessary.

Category: Continuous Improvement

Research Cited: DuFours

Activity - Journeys Writing Component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the writing component of the new Journeys reading program to ensure that students receive consistency in writing instruction that is aligned to shared reading lessons K-5.	Academic Support Program	08/22/2016	12/15/2017	\$60000 - General Fund	Marshall, Smith, Mulrooney, K-5 Teachers

Activity - Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Daily Oral Language exercises and incorporate language mechanic skills across all grade levels via textbooks- Mastering the Mechanics or other resources..	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 Teachers

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Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs and the RTI team to evaluate student work and determine if additional writing strategies are needed in order for students to be declared proficient on writing tasks.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 teachers, RTI Resource, GCC

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in live scoring sessions that are facilitated by instructional and support staff to provide on the spot feedback to students to increase writing proficiency for gap kids who struggle with writing.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	Principal, AP, Counselor, K-5 Teachers, GCC, RTI Resource, ECE teachers,

Activity - On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to our school writing improvement plan, GCC provides a monthly writing prompt, differentiated for primary and intermediate grades, to encourage the appropriate grade-level development of writing skills. Each piece will be evaluated and a winner will be chosen from each classroom and one from each grade group. Winners get to read their piece on the morning telecast.	Academic Support Program	08/22/2016	12/15/2017	\$0 - No Funding Required	K-5 teachers, Goal Clarity Coach

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?

Layne Elementary School is located in southwest Jefferson County in the heart of Valley Station. Layne is a Title I school and receives additional federal funding because approximately 89.7% of our students qualify for free/reduced lunch. We have 453 students and our school is comprised of kindergarten through fifth grade and have two Early Childhood units: Head Start and Pre-K. Our teaching staff is all Highly Qualified and Certified to teach the grade or specialty they provide services for. We have the following: principal, assistant principal, counselor, Response to Interventions (RTI) resource teacher, Reading Recovery teacher, Goal Clarity Coach, Speech and Language teacher, full-time librarian, technology, music and PE teachers. Our teaching staff is comprised of eighteen teachers K-5, five ECE teachers, an Instructor I, and eight instructional assistants. Additionally, we have a Family Resource Center to meet the needs of our parents and community, and we provide Seven Counties Counseling services to students.

School's Purpose

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

Layne's purpose is to educate every child to prepare them to live in a 21st Century Global Community. They will be able to use 21st Century skills, e.g., think critically, communicate effectively, solve problems and use technology. Layne Elementary Vision Statement:

The staff at Layne Elementary will strive to create caring and culturally-responsive classroom communities. We will provide high-quality personalized instruction that challenges and engages all students in authentic work. The staff will ensure equitable access for all students to a consistent, world-class, inquiry-based curriculum. We will prepare our future leaders to engage in collaborative strategies to move this shared vision forward. All Layne Students will transition into middle school with a high level of academic performance, strong character development and civic engagement with enhanced health and wellness. They will be prepared to achieve their goals, follow their dreams and be able to help create a more just society.

Layne's Mission Statement:

All staff at Layne believe every child can learn at high levels. We accept the responsibility to teach all students so they can attain their maximum educational potential. Each child is valued as an individual and is encouraged to be cooperative and respectful of others. Students from around the world call Layne Elementary school home. We focus on listening, speaking, reading, and writing for both academic and everyday purposes.

For many years, Layne's Student Technology leadership Program (STLP) has been actively involved in a variety of projects that help promote creativity and leadership through the use of technology. STLP coordinators guide students to integrate technology in a variety of ways to promote learning. Layne has been recognized as a Gold STLP School.

Layne offers Reading Recovery to students in first grade who are having difficulty learning to read and write. For 30 minutes a day, a reading specialist teacher instructs individual students. The series of lessons enables them to become active and independent readers and writers, which allows them to successfully join in daily literacy activities in the classroom.

Layne's Family Resource Center is designed to help remove barriers to student learning by assisting students and families through programs and referrals to outside agencies and by partnering with groups in an outside the schools. Programs and services are determined based on the needs of the population served, available resources, location and other local characteristics. The center works with families to improve students' attendance, to decrease problems with behavior or suspensions, to offer academic support, to deal with mental/physical health issues, and to offer parent support and assistance. All students and families are served regardless of income.

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.

Achievements:

Layne Elementary surpassed its AMO goal by 2.5 points in 2015-16. Sustaining a constant measure of a school that is a focus school that is progressing toward proficiency.

Layne Elementary was recognized with a Energy Star Award for 2015-16.

Academic Team 2015-16 2nd overall,

Academic Team: 2014-15 2nd overall

Academic Team: 2013-14 2nd overall

Quick Recall 2015-16 1st overall

Quick Recall 2014-15 2nd overall

Quick Recall 2013-14 1st overall

Problem solving 2015-16 2nd overall

Problem solving 2014-15 2nd overall

Problem solving 2013-14 4th overall

Basketball 2014-2015 5th overall

Chess 2014-15 2nd overall

Chess 2013 2nd overall

Technology; STEM/STEAM

JCPS Elementary Principal of the Year 2013-14

Teacher Service Award 2014-15

Layne Cafeteria Golden Spoon Award

Layne Elementary improved their K-PREP percentile from the 39th to the 91st percentile in 2013-14. We surpassed our AMO goal by 12 points.

Layne Elementary Gap students show improvement in all areas on the K-PREP test in 2013-14.

Met all of our target goals, 13 of 13 for No Child Left Behind, Adequate Yearly Progress Report, and September 15,

SBDM Council received a total score of 4 on our rubric for 2011/2012 and 2010/2011.

Gold STLP School

Healthier U.S. Bronze School

Technology; STEM/STEAM

STLP - State 2014-2015

TECH-Coding

Areas for Improvement:

Academic Program: We will continue to monitor our students' academic progress by analyzing student work and student assessment data.

This will ensure that our teachers are continuing to provide instruction based on best practices and the instructional needs of each student.

PTA: We will continue to increase our parental involvement.

Additional Information

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

Community Partnerships:

- *Students participate in STLP Student Technology Leadership Program which teaches the students how to use technology in various ways such as the morning telecast, Robotics and using telecasts to integrate Spanish to students on a school -wide basis.
- *Emmanuel Assembly of God runs the Student Resource Network, which provides school supplies and needed items to students and families throughout the year.
- *Girl Scouts of Kentuckiana facilitated the "Positive Power" program one day a week for an hour for fifth-grade girls focusing on social skills, hygiene, and the transition into puberty.
- *Junior Achievement invited our fifth-graders to their on-site job simulation for a day, where they were assigned different careers and used their life skills and economics knowledge to complete their list of "job" duties.
- *Kentucky Harvest provides food for the Blessings in a Backpack program, which distributes bags of food for the weekend to thirty-two students in need every week.
- *Valley Lodge #511 Free and Accepted Masons provides school supplies to our students, as well as donates time and attention to the school with volunteer hours in conjunction with Layne Family Resource Center. Valley Lodge donates bicycles each year to the school to for students with perfect attendance.
- *Girls on the Run is a program for girls that teaches them positive self-attitude and image, determination, and endurance.
- *Layne has a Parent Assistance Center that provides a quiet workplace for parents in need of a computer for daily tasks, such as job searches, research, resume writing, etc.
- *Partnership with Stuart Middle School - peer tutoring for our 5th graders.
- *Watch Dogs - Several of our Dads volunteer to be positive role-models throughout the building, in various capacities.
- *CSI - Champion Scholars Investigators is in coordination with the Louisville Leadership Foundation. It's an after school tutoring program for our first grade students in need of extra assistance to promote reading proficiency.