Comprehensive School Improvement

Plan

Norton Commons Elementary School

Jefferson County

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Prospect, KY 40059

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Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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:	I acknowledge that I have uploaded the School Equity Data.		nces 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.

Based on the data provided, we have a rather high percentage of students with disabilities, and also a very diverse population with our percent minority. Our data of veteran teachers, and the proportion of highly qualified teachers, though, is a very positive aspect of the data.

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 we have are two fold- one is a high number of students that qualify for special education services. The programming for these students is excellent and meets the needs of the individual, however, ensuring that these students are performing above the proficiency line can be a challenge. The second barrier is the number of students that are ELL. These students are considered to be 'waived rights' students which means that they receive no ELL services within our building. For students that have only been in our country for a short period, this lack of programming is a detriment to their performance and growth.

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

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

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

OR

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

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

Goal 1:

Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group in reading by the 2017 accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy1:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0 - No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Goal 2:

Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle

Measurable Objective 1:

59% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level mathematics standards delineated within the Kentucky Core Academic Standards in Mathematics by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy1:

Professional Development- Math- Student Population - Teachers and staff will engage in relevant professional development aimed at assisting students in meeting mathematics curriculum standards. Professional development will be directly tied to the analysis of student and teacher needs, including those identified within professional growth and student growth goal planning.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000 - General Fund	Principal, Goal Clarity Coach, Teachers

Goal 3:

All certified staff will be highly qualified in their content area, and will be evaluated based on standards contained within PGES

Measurable Objective 1:

demonstrate a proficiency meeting requirements for Highly Qualified status by 01/03/2017 as measured by LEAD Report.

Strategy1:

Complete HQ Calculator - Teachers will submit materials that satisfy HQ requirements

Category: Teacher PGES

Research Cited: PGES

Activity - LEAD Report	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will enter in teacher data to demonstrate HQ status, and will meet district and state deadlines.	Policy and Process	08/10/2016	12/20/2017	$0 - No Funding Required	Lead Coordinator, Principal

Measurable Objective 2:

collaborate to develop a thorough understanding of the PGES frameworks and implement them with fidelity, including providing feedback based on the framework by 05/01/2017 as measured by PGES implementation data.

Strategy1:

Professional Learning- PGES - The administrative team and PGES leadership team will collaborate to provide professional development on the components of PGES, including the composition of a student and teacher professional growth goal.

Category: Teacher PGES

Research Cited: State legislation

Activity - Teachscape Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and AP will maintain the Teachscape certification and will conduct observations based on the Danielson Framework.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal and AP

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?

Parents- Carrie Regnier, Andrew Barker

Teachers- Nicole Feld, Whitney Price, Holly Wood, Rebecca Chaney, Sally Lantz, Sarah Dries, Kristina Bloch, Penni Prates, Kellie Mattingly, Kyle McGinty

Administration- Allyson Vitato, Devon Roberts, Sarawit Lindy

Classified Staff- Lynn Ice

Relationship Building

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

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

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

Decision Making

Overall Rating: 2.86

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

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

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

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

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

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

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

Advocacy

Overall Rating: 3.33

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

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

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

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

Learning Opportunities

Overall Rating: 3.33

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

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

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff 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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 3.33

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

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

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

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

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

	Statement or Question	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Based on the responses to the Missing Piece, activities to engage parents in leadership within the school and the development of high functioning SBDM subcommittees is necessary. The activities to support growth in this area will be developed in conjunction with various stakeholder groups.

Report Summary

Scores By Section

Section Score

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.

In order to engage a variety of stakeholders, the SBDM council was utilized for their representative leadership within stakeholder groups. The council was provided a copy of the district's plan, and a sample plan from another elementary school to review. The school's Instructional Leadership Team also served as delegates to formulate relevant goals and activities. Meetings were held before and after school hours to accommodate a variety of schedules.

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

Parents- involved in the SBDM council- reviewed district report card, sample CSIP. Helped to designate funds based on student needs, and involved in goal setting for the upcoming year. All parents were also invited to attend the public meeting to view the
school report card, and to a public meeting to view and provide feedback on the CSIP prior to SBDM approval.
Teachers/Staff- involved in instructional teams/PLC- team leaders were given the charge of gathering feedback from their instructional teams to provide guidance to the Principal/SBDM council regarding changes or additions necessary to meet our delivery targets noted within the school report card.
Community- invited to a public meeting to review the school report card, and also to view the school improvement plan prior to SBDM approval.

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 shared during a public meeting, held in December, 2016. The availability of the plan will also be noted in the school newsletter, and a link provided on the school's website. All internal stakeholders received a copy of the plan and it will be revisited during staff meetings, to ensure that each stakeholder knows their role in the management and completion of tasks within the plan.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

The needs assessment included several activities aimed at composing a relevant, manageable plan. The entire process was based on the Kentucky Core Academic Standards and the Standards and Indicators for School Improvement (SISI) document. A gap analysis based on quantitative data (such as most recent district K-PREP scores and school-based results of district assessments) was conducted and other areas were reviewed for strengths and weaknesses. District results from the Comprehensive School Survey and the TELL Survey were also considered. Cross-Stakeholder committees then formulated an action plan for each of the areas.

The instructional staff reviewed the activities and strategies for efficacy and made recommendations for inclusion within the plan. Only strategies that were shown to demonstrate a marked improvement in student performance were included.

Selection of our goals were based on the KCAS, and were aligned with data from the K-PREP assessment. A public meeting was held to review the draft CSIP, and to gain feedback from stakeholders and the SBDM council. The plan was then reviewed by district administration and was approved by SBDM in December.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

According to our most recent data analysis, our academic school strengths are in social studies and reading, particularly at the 4th and 5th grade levels. District K-PREP data demonstrates a small increase in reading and a decline in math performance. Based on district proficiency data, we still perform above the district and state averages in math for the overall population, and within the gap population. .Socially, our school excels in helping students feel a sense of belonging and safety, and in providing resources to our students to ensure we are meeting the needs of the 'whole child'. We are implementing the Professional Learning Community model, which we feel correlates with some of our successes. Our teachers intentionally plan together and continually analyze student data to make instructional decisions. This ensures that the needs of all students are considered and met within classroom instruction. We also continue to try and engage parents and stakeholders within the building, as we know their participation is of the utmost importance.

Opportunities for Improvement

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

Within our academic areas, there is a definite discrepancy in third grade performance. In analyzing the data, we believe that our level of rigor and exposure to difficult texts needs to increase to meet the KCAS standards. We currently engage in professional development to improve our knowledge of best practices in reading, and to increase the rigor contained within the classrooms and assessment structure. We also have begun to implement strategies to increase fluency, including utilizing the Reading Workshop model in several classrooms. We have begun development of our school writing plan, and utilize Instructional Leadership Team meetings to plan school-wide writing prompts and to analyze student work. We are also increasing visibility of proficient writing within the building so that all stakeholders can be aware of the standard for meeting KCAS in writing. The final area of improvement, based on district K-PREP data, is noted within the subgroup of ECE (special education students). The ECE team meets

monthly with the counselor and Principal and participates in grade level PLC. The ECE team also formulated it's own DIPP plan, and tracks proficiency data for their caseload students bi-weekly, to ensure that time in the resource room is spent wisely, and that instruction is rigorous.

enough to meet the needs of the Common Core.

Conclusion

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

The school staff will determine implementation and impact in an on-going basis. Data will continue to be collected and interpreted for areas of strength and growth. We feel that we have included activities and strategies to engage all students (including gap students) and to ensure student progress. This includes addressing social welfare within the school and classrooms. We feel that our plan is comprehensive in addressing all aspects of the school's academic and cultural areas of strength and improvement. We also ensured that we addressed SB 168 by formulating specific goals and activities aimed at meeting the needs of 'gap' students.

NCES Comprehensive School Improvement Plan
2016-2017

Overview

Plan Name

NCES Comprehensive School Improvement Plan 2016-2017

Plan Description

NCES CSIP 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	Achieve the delivery target of 61% proficient and distinguished in reading for students in all subgroups by the 2017 accountability cycle.	Objectives: 1 Strategies: 3 Activities: 12	Academic	$51000
2	Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group, and reduce novice by 10% in reading by the 2017 accountability cycle	Objectives: 1 Strategies: 3 Activities: 7	Academic	$10000
3	Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle	Objectives: 1 Strategies: 3 Activities: 7	Academic	$8500
4	Achieve the delivery targets for social studies, writing and science for students in all subgroups (including the non-dupicated gap group) by the 2017 accountability cycle	Objectives: 3 Strategies: 4 Activities: 15	Academic	$12143
5	Meet the overall student delivery target of 52% proficient and distinguished and reduce novice by 10 within the non-duplicated gap group in math by the 2017 accountability cycle	Objectives: 1 Strategies: 1 Activities: 4	Academic	$5800
6	All certified staff will be highly qualified in their content area, and will be evaluated based on standards contained within PGES	Objectives: 2 Strategies: 2 Activities: 2	Organizational	$0
7	NCES will use 100% of instructional resource funds allocated within two years to support student access to high quality programming and resources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$8600
8	Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle	Objectives: 4 Strategies: 4 Activities: 19	Organizational	$14183

Goal 1: Achieve the delivery target of 61% proficient and distinguished in reading for students in all subgroups by the 2017 accountability cycle.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment data.

Strategy 1:

Curriculum and Instruction- REading- All Students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques, and to make decisions regarding reading instruction.

Category: Learning Systems

Research Cited: Differentiation, Learning Styles

Activity - Extended learning opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in programs which incorporate Extended School Services for those falling below the proficiency line.	Academic Support Program	11/15/2016	03/15/2017	$3000	Other	ESS Coordinator, ESS teachers

Activity - Reading Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will advance through a structured reading curriculum that incorporates the workshop model. They will be taught in flexible, standards-based groups, which will be changed to meet the learning needs of students.	Direct Instruction	08/10/2016	06/01/2017	$36000	Text Books	Teachers, Goal Clarity Coach, Interventionists, Instructional Assistants

Activity - Community Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will engage external stakeholders to support reading instruction. This will include using volunteers as tutors, classroom helpers, etc.	Community Engagement	08/29/2016	12/20/2017	$0	No Funding Required	Principal, Assistant Principal

Activity - Social/Emotional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will utilize SEL in the classroom and in general areas. Positive behavior supports will be modeled and implemented school-wide in an effort to ensure that students feel connected and willing to take risks within their learning.	Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	All NCES Staff

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post the learning targets for daily instruction in student-friendly language. The targets will be reviewed and assessed. Teachers will encourage student self-assessments on the learning targets.	Direct Instruction, Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Well appointed classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the classroom environment to enhance instruction, including posting items such as anchor charts, word walls, best practices in reading, etc.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers, Staff

Strategy 2:

Assessment- Reading- student body - Teachers will use a variety of formative and summative assessments within their reading programming. Data from assessments will be used within the PLC model to name and claim students using standards based measures. Teams will plan instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments, PLC Framework

Activity - Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use standards based data to form focus groups for remediation and extension	Academic Support Program	08/29/2016	12/20/2017	$0	No Funding Required	Teachers, Goal Clarity Coach, Instructional Assistants, Interventionists

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative and summative assessments within their teaching to identify student needs and areas for extension or reteaching.	Academic Support Program	08/29/2016	12/20/2017	$0	No Funding Required	Teachers, PLC Groups

Activity - Student Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize several means to recognize student achievement. This includes a medal wall based on meeting the goals set for proficiency assessments, the counselor's climbing club to recognize improvement and the Principal's Wall of Fame to recognize outstanding academic achievement.	Academic Support Program	10/14/2016	12/20/2017	$0	No Funding Required	Principal, Counselor, Goal Clarity Coach

Strategy 3:

Professional Learning- Reading - All NCES staff will engage in relevant professional development aimed at assisting students in reading. Professional development will

be directly aimed at the analysis of student achievement, next steps necessary for continuous improvement, and teacher professional growth.

Category: Professional Learning & Support

Research Cited: TELL Survey data (district)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet at least weekly in PLC teams to analyze data and plan. This includes the development of common assessments and discussion of instructional best practices.	Professional Learning	08/10/2016	12/20/2017	$12000	General Fund	Principal, Goal Clarity Coach, Teachers

Activity - Collaboration with Middle School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal and/or school counselor will work with middle school representatives to establish relationships and gather feedback on student preparation for middle school. The principal will attend relevant PD with middle school principals to share information.	Community Engagement	10/03/2016	12/20/2017	$0	No Funding Required	Principal, Counselor

Goal 2: Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group, and reduce novice by 10% in reading by the 2017 accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy 1:

Reading Curriculum and instruction- gap students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate.

Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed, and data will

be utilized to determine effectiveness of instructional techniques. Remediation and extension of the curriculum will be evidenced.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Techology-based instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize relevant technology to engage students in reading curriculum. This may include the use of an interactive projector, IPads, Digital readers, etc.	Technology	08/10/2016	12/10/2017	$0	No Funding Required	Teachers, Librarian, STC, Instructional support staff

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family literacy night will be held during the first semester of the school year to offer strategies and 'make and take' activities for parents to utilize with their children at home to support learning. The evening will be planned by the Principal in collaboration with the Parent Involvement Committee.	Parent Involvement	08/10/2016	12/15/2017	$500	Grant Funds	Principal, Parent Involvement Committee

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students falling below the proficiency line will be invited to participate in programs which incorporate Extended School Services (ESS).	Academic Support Program	11/15/2016	03/15/2017	$3000	Other	ESS Coordinator, ESS Teachers

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI will be employed throughout the school year. Tier 2 students will receive 30 minutes of intervention, and Tier 3 students will receive an additional 60 minutes of reading instruction using research-based intervention strategies.	Academic Support Program	09/01/2016	12/15/2017	$0	No Funding Required	Counselor, Teachers, Goal Clarity Coach, Interventionists

Strategy 2:

Reading Assessment- Gap Population - Teachers will utilize a variety of formative and summative assessments within their reading programming. Data from the assessments will be utilized to make instructional decisions and determine student needs. Teachers will utilize data to plan tiered interventions for students that have not been successful on curricular goals. Additionally, teams will use PLC meetings to review data and plan collaboratively with peers.

Category: Continuous Improvement

Research Cited: PLC, RTI

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize assessments to identify students that are above, at or below grade level on content standards. Students will be provided work (including extension or remediation) to improve their performance.	Direct Instruction	08/10/2016	12/15/2017	$0	No Funding Required	Teachers, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will participate in weekly grade-group PLC meetings to analyze student work and assessment data, plan instructional activities and differentiate instruction to meet student needs.	Professional Learning	08/25/2016	12/15/2017	$6500	General Fund	Principal, Teachers, Goal Clarity Coach

Strategy 3:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0	No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Goal 3: Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle

Measurable Objective 1:

59% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level mathematics standards delineated within the Kentucky Core Academic Standards in Mathematics by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy 1:

Curriculum and Instruction- Math- Student Population - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate.

Teachers will consider the nature of KCAS progressions, and will differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: Differentiating instruction

Activity - Visual Displays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct students in accessing information from visual displays supporting the core standards. Learning targets will be utilized to enable goal setting and self assessment. Teachers will include items such as anchor charts, number lines, example problems, etc. for students to access during core instruction.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Vocabulary Rich Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of questioning strategies and vocabulary within the math class to ensure that students are able to apply information to a number of different types of problems.	Direct Instruction	08/10/2016	12/20/2017	$0	No Funding Required	Teachers, Goal Clarity Coach

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in cooperative learning groups using hands on materials, manipulatives and opportunities to explore different ways of solving problems. This includes the use of project based learning within the classroom and in math assignments.	Direct Instruction, Academic Support Program	09/15/2016	12/20/2017	$0	No Funding Required	Principal, Goal Clarity Coach, Teachers

Strategy 2:

Asssessment- Math- Student Population - Teachers will include a variety of formative and summative assessments within their mathematics program. Data from assessments will be utilized to make instructional decisions and determine student needs. Teams will utilize PLC meetings to review data and plan collaboratively.

Category: Learning Systems

Research Cited: PLC framework, assessment

Activity - Formative and Summative assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a variety of formative and summative assessments to demonstrate their knowledge within the standards. Data will be continuously analyzed to ensure progress. An item analysis of questions missed will be conducted to provide additional information to structure reteaching, extension and intervention.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers, Goal Clarity Coach

Activity - Technology based reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize online learning platforms to reinforce the core skills presented during math lessons. Teachers will ensure that the material presented within the online learning is clearly aligned to the objectives and reflects current data analysis of student needs.	Academic Support Program	11/01/2016	12/20/2017	$2500	General Fund	Principal, Teachers, STC

Strategy 3:

Professional Development- Math- Student Population - Teachers and staff will engage in relevant professional development aimed at assisting students in meeting mathematics curriculum standards. Professional development will be directly tied to the analysis of student and teacher needs, including those identified within professional growth and student growth goal planning.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000	General Fund	Principal, Goal Clarity Coach, Teachers

Goal 4: Achieve the delivery targets for social studies, writing and science for students in all subgroups (including the non-dupicated gap group) by the 2017 accountability cycle

Measurable Objective 1:

55% of Fourth grade students will demonstrate a proficiency within science standards contained within grade level curriculum documents (including NGSS) in Science by 05/24/2017 as measured by Proficiency Assessments.

Strategy 1:

Curriculum and Instruction- Science - Teachers will utilize the KCAS/NGSS to plan instruction that is grade level appropriate. Teachers will consider the nature of the standards, integration into other content areas and differentiation needs.

Category: Learning Systems

Research Cited: Differentiation, NGSS

Activity - Science Modules- Foss	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the FOSS modules and materials within their classrooms to ensure hands-on instruction and inquiry-based learning.	Direct Instruction	08/10/2016	12/20/2017	$1500	District Funding	Teachers

Activity - Science Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not meet proficiency within the NGSS will be provided remedial instruction. This will include utilizing the Common Core Coach materials, or other supplemental learning.	Academic Support Program	10/10/2016	12/20/2017	$1400	Text Books	Teachers, Goal Clarity Coach, Interventionists

Activity - Literacy Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to embed science vocabulary and curriculum into other content areas. This includes utilizing online and text-based resources and STEAM activities.	Technology	08/10/2016	12/20/2017	$0	No Funding Required	Librarian, Teachers, Principal

Strategy 2:

Science Assessment and PD - Teachers and staff will use a variety of formative and summative assessments to measure student progress in science. Data will be

analyzed within the PLC framework, and instructional decisions will be derived based on student needs.

Category: Professional Learning & Support

Research Cited: PLC, NGSS

Activity - District Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional teams will utilize the district assessment system to measure proficiency in science. This includes an item analysis and comparison with other schools or classes in the district.	Academic Support Program	10/03/2016	12/20/2017	$0	No Funding Required	Teachers, Goal Clarity Coach, Principal

Activity - Vertical Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional teams will meet in vertical groups to ensure that the science standards are implemented without gaps between grades.	Professional Learning	01/03/2017	12/20/2017	$0	No Funding Required	Principal

Measurable Objective 2:

66% of Fifth grade students will demonstrate a proficiency within grade level core content standards contained within the curriculum documents in Social Studies by 05/24/2017 as measured by K-PREP assessment data.

Strategy 1:

Social Studies Curriculum and Instruction - Teachers will utilize the grade level core content to plan instruction that is grade level appropriate. Teachers will ensure that social studies content is connected to other curricular areas to deepen student understanding of the applications of social studies topics.

Category: Learning Systems

Research Cited: Project Based Learning

Activity - Social Studies Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of methods to intervene for students that are not meeting grade level social studies standards. These include Common Core Coach books, online platforms and small group instruction (focus groups).	Academic Support Program	11/01/2016	12/20/2017	$7743	Text Books	Principal, Goal Clarity Coach, Teachers

Activity - Literacy Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed social studies content into literacy instruction. This includes utilizing materials from the library and online databases (such as Pebble Go) to support instruction.	Direct Instruction	08/10/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Social Studies Assessment and PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the results of assessments to measure student learning and progress within the social studies standards. Data will be analyzed within the PLC framework, and results will be used for instructional planning that meets student needs.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal, Goal Clarity Coach, PLC teams

Measurable Objective 3:

53% of Fourth and Fifth grade students will demonstrate a proficiency within grade level core academic standards contained within the KCAS for writing, including language mechanics in Writing by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy 1:

Writing Curriculum and Instruction - Teachers will utilize the Kentucky Core Academic standards in ELA to plan instruction that is grade level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies will be employed, and data will be continually analyzed to determine the effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: KCAS

Activity - Peer Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will engage students in the peer review process. Students will utilize a rubric (either class or teacher developed) to provide feedback to their peers on their writing.	Academic Support Program	01/03/2017	12/20/2017	$0	No Funding Required	Teachers

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family literacy night will be held to offer strategies to parents for embedding grade level writing at home.	Parent Involvement	11/01/2016	11/30/2017	$1500	District Funding	Parent Involvement Committee

Comprehensive School Improvement Plan

Norton Commons Elementary School

Activity - School Wide Writing Prompt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The building will engage in a school wide writing prompt every nine weeks. PLC teams will score the responses as a group for consistency in scoring. The names of students who met the proficiency target will be displayed and an exemplar from each grade will be selected. Descriptive feedback will be provided to all students within this process.	Academic Support Program	11/01/2016	12/20/2017	$0	No Funding Required	Principal, Instructional Leadership Team, Goal Clarity Coach, PLC teams

Activity - Grammar and Mechanics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize materials to intentionally plan grammar instruction within their classrooms. Implementation K-5 will be monitored through walkthroughs and teacher observations.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers, Administrative staff

Activity - Handwriting instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will include handwriting within their lesson plans. This can include a mini-lesson during the school day and reinforcement activities during homework.	Direct Instruction	08/10/2016	12/20/2017	$0	No Funding Required	Principal, Teachers

Activity - Writing Assessment and PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional teams will use a variety of assessments to measure student acquisition of writing standards. PLC teams will meet to analyze student work samples, and instructional decisions will be made based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Instructional Teams

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

The ILT will collaborate to compose a comprehensive school writing plan. The plan will include activities to analyze data and complete formative and summative assessments. It also will provide a grade specific action plan for writing skills to ensure there are no curricular gaps among grade level expectations.	Policy and Process	01/03/2017	12/20/2017	$0	No Funding Required	Principal, Instructional Leadership Team

Goal 5: Meet the overall student delivery target of 52% proficient and distinguished and reduce novice by 10 within the non-duplicated gap group in math by the 2017 accountability cycle

Measurable Objective 1:

52% of Black or African-American, Asian, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Mathematics by 06/01/2017 as measured by K-PREP assessment data.

Strategy 1:

Math- Curriculum and Instruction- Gap - Teachers will utilize the KCAS to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies (including the use of technology) will be employed and data will be utilized to determine the effectiveness of the instructional techniques.

Category: Learning Systems

Research Cited: Differentiation of instruction

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the proficient level will receive support via classroom interventions.	Academic Support Program	10/12/2016	12/15/2017	$0	No Funding Required	Goal Clarity Coach, Interventionists, Classroom teachers

Activity - Social/Emotional Learning and Character Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SEL/CE will be implemented and reinforced school-wide. This includes activities such as community meetings, development of norms, and targeted social skills instruction. Intentional support for those needing additional structure will be provided.	Behavioral Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Teachers, Administration

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use DI to meet the individual needs of students. This includes the use of manipulatives, appropriate use of calculators, models, displays, music, etc.	Academic Support Program	08/10/2016	12/15/2017	$0	No Funding Required	Teachers, instructional support staff

Activity - Extended Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students performing below the proficiency line will be identified and invited to attend after school and during school intervention groups (ESS) where they will work in small groups and with technology to enhance their knowledge of grade level core standards.	Academic Support Program	01/10/2017	12/20/2017	$5800	State Funds	ESS Coordinator, Principal, ESS teachers, interventionists, Goal Clarity Coach

Goal 6: All certified staff will be highly qualified in their content area, and will be evaluated based on standards contained within PGES

Measurable Objective 1:

demonstrate a proficiency meeting requirements for Highly Qualified status by 01/03/2017 as measured by LEAD Report.

Strategy 1:

Complete HQ Calculator - Teachers will submit materials that satisfy HQ requirements

Category: Teacher PGES

Research Cited: PGES

Activity - LEAD Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will enter in teacher data to demonstrate HQ status, and will meet district and state deadlines.	Policy and Process	08/10/2016	12/20/2017	$0	No Funding Required	Lead Coordinator, Principal

Measurable Objective 2:

collaborate to develop a thorough understanding of the PGES frameworks and implement them with fidelity, including providing feedback based on the framework by 05/01/2017 as measured by PGES implementation data.

Strategy 1:

Professional Learning- PGES - The administrative team and PGES leadership team will collaborate to provide professional development on the components of PGES, including the composition of a student and teacher professional growth goal.

Category: Teacher PGES

Research Cited: State legislation

Activity - Teachscape Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and AP will maintain the Teachscape certification and will conduct observations based on the Danielson Framework.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal and AP

Goal 7: NCES will use 100% of instructional resource funds allocated within two years to support student access to high quality programming and resources.

Measurable Objective 1:

collaborate to determine which textbooks and instructional resources aligh to the Kentucky Core Academic Standards and best meet the needs of our student population by 05/24/2017 as measured by Funds allocated within the school.

Strategy 1:

Instructional Resource Identification and Alignment - The ILT will determine, in collaboration with other staff and stakeholders, the allocation of instructional resources.

They will base their decision on what is needed to support student learning and proficiency within KCAS.

Category: Management Systems

Research Cited: State legislation

Activity - Instructional Resource Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A committee (comprised of team leaders and other leadership staff) will meet to determine effectiveness of instructional materials and to make recommendations to the SBDM for allocations of instructional resource funds.	Policy and Process	08/10/2016	12/20/2017	$8600	Text Books	Principal, Instructional Leadership Team, SBDM

Goal 8: Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Arts and Humanities Program Review Rubric by 05/24/2017 as measured by holisitic scores derived from rubric analysis.

Strategy 1:

Arts and Humanities Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that arts and humanities are integrated into all academic areas. A variety of instructional strategies will be employed and data will be utilized to determine student needs and the effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: State Accountability Code

Activity - Cross Curricular Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify areas where A & H can be embedded and will conduct lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Special areas teachers, all instructional staff

Activity - Arts and Humanities instruction and extension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in art and music instruction at least once per week. Additionally, courses to enrich the arts curriculum will be offered during club time.	Academic Support Program	09/06/2016	12/20/2017	$9500	General Fund	Special Areas teachers, Principal

Activity - SmART show/ performances/ parent involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Several events will be held at the school to encourage parent participation in the arts and humanities program. These include a SmART showcase, winter and spring musicals, and student group performances.	Parent Involvement	12/08/2016	12/20/2017	$0	No Funding Required	Special Areas teachers, Principal

Activity - Participation in Juried Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in contests or demonstrations within the community to showcase their work within the humanities. Examples would include: Kentucky Derby Festival art contest, Derby Museum art contest, KMEA conference. Feedback will be provided to students by the community group responsible for the contest or demonstration.	Extra Curricular	01/03/2017	12/20/2017	$0	No Funding Required	Special areas teachers

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning Community (PLC) sessions and team meetings at the school and district level. Through participation, they will analyze student work and assessment data to plan instruction based on student needs.	Professional Learning	09/01/2016	12/20/2017	$0	No Funding Required	Special Areas Team, Principal

Measurable Objective 2:

collaborate to demonstrate a proficiency on indicators contained within the Practical Living/Career Studies Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy 1:

Practical Living/ Career Studies Curriculum/Instruction/Assessment - Teachers will utilize the standards for practical living, health, career studies and consumerism to provide instruction that is grade level appropriate. Teachers will collaborate to ensure that these standards are embedded consistently within the classroom environment. A variety of instructional strategies will be employed and data will be analyzed to determine student needs.

Category: Learning Systems

Research Cited: State Mandate- Program Review

Comprehensive School Improvement Plan

Norton Commons Elementary School

Activity - Cross-Curricular Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify areas within the curriculum where PL/CS content could be embedded, and will implement lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Instructional Staff

Activity - Consumerism	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in consumerism projects such as JA Biztown and Junior Achievement. They will be provided with additional instruction about consumerism as preparation for these programs.	Direct Instruction	10/03/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Extra Curricular Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be offered a variety of after school activities pertaining to PL/CS. Examples include team sports and robotics.	Extra Curricular	09/19/2016	12/08/2017	$0	No Funding Required	Principal, team and club sponsors

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PL/CS Teachers and Instructors will attend PLC team meetings at the school and district level. Instructors will use PLC time to plan programming to meet the requirements of the Program Review and will analyze student work to determine student needs.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal, PL/CS Teacher or Instructor

Measurable Objective 3:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy 1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Differentiated work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will ensure that differentiated work (including homework) is presented to students based on assessment data. This includes standards-based remediation and extension for students.	Academic Support Program	09/06/2016	12/20/2017	$0	No Funding Required	Primary Teachers

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both small group and computer based instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	09/06/2016	12/20/2017	$0	No Funding Required	Goal Clarity Coach, Interventionists, Instructional Assistants, Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students within the primary program will receive social skills instruction at least once weekly to ensure a positive transition to school and within grade levels.	Behavioral Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers, Administrative team

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will establish and maintain on-going communication with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards. Feedback from parents will be elicited as part of the progress report.	Parent Involvement	08/10/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Camp Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students coming into kindergarten will be invited to participate in a program designed to increase their kindergarten readiness. Students will be screened for readiness skills, and feedback will be provided to parents accordingly.	Academic Support Program	06/01/2017	08/16/2017	$4683	District Funding	Principal, Assistant Principal, Counselor, Kindergarten team

Activity - Brigance Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer the Brigance assessment for each kindergarten student within the school. Data will be used to plan instruction, and parents will be informed of the results and implications for their student's learning.	Academic Support Program	08/10/2016	09/29/2017	$0	No Funding Required	Goal Clarity Coach, Kindergarten Team, Principal

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly grade group PLC meetings to analyze student work and assessment data. Within this process they will use data to plan next steps within the classroom based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0	No Funding Required	Principal, Goal Clarity Coach, grade level teams

Measurable Objective 4:

collaborate to demonstrate a proficiency on indicators contained within the writing program review rubric by 05/24/2017 as measured by holistic scores derived from rubric analysis.

Strategy 1:

Writing Program Review- Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards for writing (ELA) to develop grade level appropriate lessons. Data from a variety of assessments will be analyzed to determine next steps for instruction based on student needs. Teachers will collaborate to ensure that writing is integrated into all academic areas.

Category: Learning Systems

Research Cited: TELL Survey, District Report Card

Activity - Use of Scoring Guides and Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the analytical scoring guide, or other standards-based rubric to provide descriptive feedback to students about their writing. Professional development will be provided for teachers on the use of rubrics and descriptive feedback.	Academic Support Program	10/03/2016	12/20/2017	$0	No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Use of external resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize district, state and national resources to develop writing lessons and assessments within their classrooms.	Academic Support Program	08/10/2016	12/20/2017	$0	No Funding Required	Teachers

Activity - Collaboration with Special Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeroom classroom teachers will collaborate with special areas teachers to determine how to integrate writing into other content areas. Lesson seeds will be generated from the discussion and will be evidenced during classroom walkthroughs.	Professional Learning	01/03/2017	12/20/2017	$0	No Funding Required	Instructional teams, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Community	Teachers will meet at least weekly in PLC teams to analyze data and plan. This includes the development of common assessments and discussion of instructional best practices.	Professional Learning	08/10/2016	12/20/2017	$12000	Principal, Goal Clarity Coach, Teachers
Arts and Humanities instruction and extension	Students will participate in art and music instruction at least once per week. Additionally, courses to enrich the arts curriculum will be offered during club time.	Academic Support Program	09/06/2016	12/20/2017	$9500	Special Areas teachers, Principal
Technology based reinforcement	Students will utilize online learning platforms to reinforce the core skills presented during math lessons. Teachers will ensure that the material presented within the online learning is clearly aligned to the objectives and reflects current data analysis of student needs.	Academic Support Program	11/01/2016	12/20/2017	$2500	Principal, Teachers, STC
PLC	Teachers will participate in weekly grade-group PLC meetings to analyze student work and assessment data, plan instructional activities and differentiate instruction to meet student needs.	Professional Learning	08/25/2016	12/15/2017	$6500	Principal, Teachers, Goal Clarity Coach
Professional Learning Community	Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000	Principal, Goal Clarity Coach, Teachers
				Total	$36500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning	Students performing below the proficiency line will be identified and invited to attend after school and during school intervention groups (ESS) where they will work in small groups and with technology to enhance their knowledge of grade level core standards.	Academic Support Program	01/10/2017	12/20/2017	$5800	ESS Coordinator, Principal, ESS teachers, interventionists, Goal Clarity Coach
				Total	$5800	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Curriculum	Students will advance through a structured reading curriculum that incorporates the workshop model. They will be taught in flexible, standards-based groups, which will be changed to meet the learning needs of students.	Direct Instruction	08/10/2016	06/01/2017	$36000	Teachers, Goal Clarity Coach, Interventionists, Instructional Assistants
Instructional Resource Committee	A committee (comprised of team leaders and other leadership staff) will meet to determine effectiveness of instructional materials and to make recommendations to the SBDM for allocations of instructional resource funds.	Policy and Process	08/10/2016	12/20/2017	$8600	Principal, Instructional Leadership Team, SBDM
Social Studies Remediation	Teachers will utilize a variety of methods to intervene for students that are not meeting grade level social studies standards. These include Common Core Coach books, online platforms and small group instruction (focus groups).	Academic Support Program	11/01/2016	12/20/2017	$7743	Principal, Goal Clarity Coach, Teachers
Science Remediation	Students who do not meet proficiency within the NGSS will be provided remedial instruction. This will include utilizing the Common Core Coach materials, or other supplemental learning.	Academic Support Program	10/10/2016	12/20/2017	$1400	Teachers, Goal Clarity Coach, Interventionists
				Total	$53743	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Social/Emotional Learning and Character Education	SEL/CE will be implemented and reinforced school-wide. This includes activities such as community meetings, development of norms, and targeted social skills instruction. Intentional support for those needing additional structure will be provided.	Behavioral Support Program	08/10/2016	12/15/2017	$0	Teachers, Administration
Tiered Interventions	Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both small group and computer based instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	09/06/2016	12/20/2017	$0	Goal Clarity Coach, Interventionists, Instructional Assistants, Teachers
Vertical Teams	Instructional teams will meet in vertical groups to ensure that the science standards are implemented without gaps between grades.	Professional Learning	01/03/2017	12/20/2017	$0	Principal

Tiered Interventions	RTI will be employed throughout the school year. Tier 2 students will receive 30 minutes of intervention, and Tier 3 students will receive an additional 60 minutes of reading instruction using research-based intervention strategies.	Academic Support Program	09/01/2016	12/15/2017	$0	Counselor, Teachers, Goal Clarity Coach, Interventionists
Participation in Juried Events	Students will participate in contests or demonstrations within the community to showcase their work within the humanities. Examples would include: Kentucky Derby Festival art contest, Derby Museum art contest, KMEA conference. Feedback will be provided to students by the community group responsible for the contest or demonstration.	Extra Curricular	01/03/2017	12/20/2017	$0	Special areas teachers
PBIS	Students within the primary program will receive social skills instruction at least once weekly to ensure a positive transition to school and within grade levels.	Behavioral Support Program	08/10/2016	12/20/2017	$0	Teachers, Administrative team
Professional Learning Community	PL/CS Teachers and Instructors will attend PLC team meetings at the school and district level. Instructors will use PLC time to plan programming to meet the requirements of the Program Review and will analyze student work to determine student needs.	Professional Learning	08/10/2016	12/20/2017	$0	Principal, PL/CS Teacher or Instructor
Collaboration with Special Areas	Homeroom classroom teachers will collaborate with special areas teachers to determine how to integrate writing into other content areas. Lesson seeds will be generated from the discussion and will be evidenced during classroom walkthroughs.	Professional Learning	01/03/2017	12/20/2017	$0	Instructional teams, Principal
Extra Curricular Opportunities	Students will be offered a variety of after school activities pertaining to PL/CS. Examples include team sports and robotics.	Extra Curricular	09/19/2016	12/08/2017	$0	Principal, team and club sponsors
Student Recognition	The school will utilize several means to recognize student achievement. This includes a medal wall based on meeting the goals set for proficiency assessments, the counselor's climbing club to recognize improvement and the Principal's Wall of Fame to recognize outstanding academic achievement.	Academic Support Program	10/14/2016	12/20/2017	$0	Principal, Counselor, Goal Clarity Coach
Social Studies Assessment and PD	Staff will utilize the results of assessments to measure student learning and progress within the social studies standards. Data will be analyzed within the PLC framework, and results will be used for instructional planning that meets student needs.	Professional Learning	08/10/2016	12/20/2017	$0	Principal, Goal Clarity Coach, PLC teams
LEAD Report	The school will enter in teacher data to demonstrate HQ status, and will meet district and state deadlines.	Policy and Process	08/10/2016	12/20/2017	$0	Lead Coordinator, Principal
Techology-based instruction	Teachers will utilize relevant technology to engage students in reading curriculum. This may include the use of an interactive projector, IPads, Digital readers, etc.	Technology	08/10/2016	12/10/2017	$0	Teachers, Librarian, STC, Instructional support staff

Consumerism	Students will participate in consumerism projects such as JA Biztown and Junior Achievement. They will be provided with additional instruction about consumerism as preparation for these programs.	Direct Instruction	10/03/2016	12/20/2017	$0	Teachers
Peer Review	Teachers will engage students in the peer review process. Students will utilize a rubric (either class or teacher developed) to provide feedback to their peers on their writing.	Academic Support Program	01/03/2017	12/20/2017	$0	Teachers
Brigance Implementation	Teachers will administer the Brigance assessment for each kindergarten student within the school. Data will be used to plan instruction, and parents will be informed of the results and implications for their student's learning.	Academic Support Program	08/10/2016	09/29/2017	$0	Goal Clarity Coach, Kindergarten Team, Principal
Visual Displays	Teachers will instruct students in accessing information from visual displays supporting the core standards. Learning targets will be utilized to enable goal setting and self assessment. Teachers will include items such as anchor charts, number lines, example problems, etc. for students to access during core instruction.	Academic Support Program	08/10/2016	12/20/2017	$0	Teachers
Formative and Summative assessments	Students will complete a variety of formative and summative assessments to demonstrate their knowledge within the standards. Data will be continuously analyzed to ensure progress. An item analysis of questions missed will be conducted to provide additional information to structure reteaching, extension and intervention.	Academic Support Program	08/10/2016	12/20/2017	$0	Teachers, Goal Clarity Coach
Cooperative Learning	Students will engage in cooperative learning groups using hands on materials, manipulatives and opportunities to explore different ways of solving problems. This includes the use of project based learning within the classroom and in math assignments.	Direct Instruction, Academic Support Program	09/15/2016	12/20/2017	$0	Principal, Goal Clarity Coach, Teachers
District Assessments	Instructional teams will utilize the district assessment system to measure proficiency in science. This includes an item analysis and comparison with other schools or classes in the district.	Academic Support Program	10/03/2016	12/20/2017	$0	Teachers, Goal Clarity Coach, Principal
Literacy Connections	Teachers will collaborate to embed science vocabulary and curriculum into other content areas. This includes utilizing online and text-based resources and STEAM activities.	Technology	08/10/2016	12/20/2017	$0	Librarian, Teachers, Principal
Focus Groups	Teachers will use standards based data to form focus groups for remediation and extension	Academic Support Program	08/29/2016	12/20/2017	$0	Teachers, Goal Clarity Coach, Instructional Assistants, Interventionists
Tiered Interventions	Students performing below the proficient level will receive support via classroom interventions.	Academic Support Program	10/12/2016	12/15/2017	$0	Goal Clarity Coach, Interventionists, Classroom teachers

Writing Assessment and PD	Instructional teams will use a variety of assessments to measure student acquisition of writing standards. PLC teams will meet to analyze student work samples, and instructional decisions will be made based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0	Instructional Teams
Professional Development	Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0	Principal
Formative and Summative Assessments	Teachers will utilize assessments to identify students that are above, at or below grade level on content standards. Students will be provided work (including extension or remediation) to improve their performance.	Direct Instruction	08/10/2016	12/15/2017	$0	Teachers, Principal
Comprehensive School Writing Plan	The ILT will collaborate to compose a comprehensive school writing plan. The plan will include activities to analyze data and complete formative and summative assessments. It also will provide a grade specific action plan for writing skills to ensure there are no curricular gaps among grade level expectations.	Policy and Process	01/03/2017	12/20/2017	$0	Principal, Instructional Leadership Team
Community Engagement	The school will engage external stakeholders to support reading instruction. This will include using volunteers as tutors, classroom helpers, etc.	Community Engagement	08/29/2016	12/20/2017	$0	Principal, Assistant Principal
Well appointed classroom	Teachers will utilize the classroom environment to enhance instruction, including posting items such as anchor charts, word walls, best practices in reading, etc.	Academic Support Program	08/10/2016	12/20/2017	$0	Teachers, Staff
Differentiated work	Teachers will ensure that differentiated work (including homework) is presented to students based on assessment data. This includes standards-based remediation and extension for students.	Academic Support Program	09/06/2016	12/20/2017	$0	Primary Teachers
Grammar and Mechanics Instruction	Teachers will utilize materials to intentionally plan grammar instruction within their classrooms. Implementation K-5 will be monitored through walkthroughs and teacher observations.	Academic Support Program	08/10/2016	12/20/2017	$0	Teachers, Administrative staff
Formative and Summative Assessments	Teachers will use a variety of formative and summative assessments within their teaching to identify student needs and areas for extension or reteaching.	Academic Support Program	08/29/2016	12/20/2017	$0	Teachers, PLC Groups
Professional Learning Community	Teachers will participate in weekly grade group PLC meetings to analyze student work and assessment data. Within this process they will use data to plan next steps within the classroom based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0	Principal, Goal Clarity Coach, grade level teams
Instructional Leadership Team	The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0	Team Leaders, Principal, Goal Clarity Coach

Comprehensive School Improvement Plan

Norton Commons Elementary School

Social/Emotional Learning	All staff members will utilize SEL in the classroom and in general areas. Positive behavior supports will be modeled and implemented school-wide in an effort to ensure that students feel connected and willing to take risks within their learning.	Behavioral Support Program	08/10/2016	12/20/2017	$0	All NCES Staff
Literacy Connections	Teachers will embed social studies content into literacy instruction. This includes utilizing materials from the library and online databases (such as Pebble Go) to support instruction.	Direct Instruction	08/10/2016	12/20/2017	$0	Teachers
Collaboration with Middle School	The school principal and/or school counselor will work with middle school representatives to establish relationships and gather feedback on student preparation for middle school. The principal will attend relevant PD with middle school principals to share information.	Community Engagement	10/03/2016	12/20/2017	$0	Principal, Counselor
School Wide Writing Prompt	The building will engage in a school wide writing prompt every nine weeks. PLC teams will score the responses as a group for consistency in scoring. The names of students who met the proficiency target will be displayed and an exemplar from each grade will be selected. Descriptive feedback will be provided to all students within this process.	Academic Support Program	11/01/2016	12/20/2017	$0	Principal, Instructional Leadership Team, Goal Clarity Coach, PLC teams
Handwriting instruction	All teachers will include handwriting within their lesson plans. This can include a mini-lesson during the school day and reinforcement activities during homework.	Direct Instruction	08/10/2016	12/20/2017	$0	Principal, Teachers
Data Analysis	Teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	Professional Learning	08/10/2016	12/20/2017	$0	Principal, Goal Clarity Coach, Teachers
Visible Learning Targets	All teachers will post the learning targets for daily instruction in student-friendly language. The targets will be reviewed and assessed. Teachers will encourage student self-assessments on the learning targets.	Direct Instruction, Academic Support Program	08/10/2016	12/20/2017	$0	Teachers
Cross Curricular Connections	Teachers will identify areas where A & H can be embedded and will conduct lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0	Special areas teachers, all instructional staff
Use of external resources	Teachers will utilize district, state and national resources to develop writing lessons and assessments within their classrooms.	Academic Support Program	08/10/2016	12/20/2017	$0	Teachers
Use of Scoring Guides and Rubrics	Teachers will utilize the analytical scoring guide, or other standards-based rubric to provide descriptive feedback to students about their writing. Professional development will be provided for teachers on the use of rubrics and descriptive feedback.	Academic Support Program	10/03/2016	12/20/2017	$0	Principal, Goal Clarity Coach, Teachers
Teachscape Certification	Principal and AP will maintain the Teachscape certification and will conduct observations based on the Danielson Framework.	Professional Learning	08/10/2016	12/20/2017	$0	Principal and AP

Parent Progress Reports	Teachers will establish and maintain on-going communication with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards. Feedback from parents will be elicited as part of the progress report.	Parent Involvement	08/10/2016	12/20/2017	$0	Teachers
Differentiated Instruction	Teachers will use DI to meet the individual needs of students. This includes the use of manipulatives, appropriate use of calculators, models, displays, music, etc.	Academic Support Program	08/10/2016	12/15/2017	$0	Teachers, instructional support staff
Vocabulary Rich Environment	Teachers will utilize a variety of questioning strategies and vocabulary within the math class to ensure that students are able to apply information to a number of different types of problems.	Direct Instruction	08/10/2016	12/20/2017	$0	Teachers, Goal Clarity Coach
Professional Learning Community	Teachers will participate in Professional Learning Community (PLC) sessions and team meetings at the school and district level. Through participation, they will analyze student work and assessment data to plan instruction based on student needs.	Professional Learning	09/01/2016	12/20/2017	$0	Special Areas Team, Principal
Cross-Curricular Connections	Teachers will identify areas within the curriculum where PL/CS content could be embedded, and will implement lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0	Instructional Staff
SmART show/ performances/ parent involvement	Several events will be held at the school to encourage parent participation in the arts and humanities program. These include a SmART showcase, winter and spring musicals, and student group performances.	Parent Involvement	12/08/2016	12/20/2017	$0	Special Areas teachers, Principal
				Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Camp Kindergarten	Students coming into kindergarten will be invited to participate in a program designed to increase their kindergarten readiness. Students will be screened for readiness skills, and feedback will be provided to parents accordingly.	Academic Support Program	06/01/2017	08/16/2017	$4683	Principal, Assistant Principal, Counselor, Kindergarten team
Science Modules- Foss	Teachers will utilize the FOSS modules and materials within their classrooms to ensure hands-on instruction and inquiry-based learning.	Direct Instruction	08/10/2016	12/20/2017	$1500	Teachers
Literacy Night	A family literacy night will be held to offer strategies to parents for embedding grade level writing at home.	Parent Involvement	11/01/2016	11/30/2017	$1500	Parent Involvement Committee
				Total	$7683	

Grant Funds

Comprehensive School Improvement Plan

Norton Commons Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Night	A family literacy night will be held during the first semester of the school year to offer strategies and 'make and take' activities for parents to utilize with their children at home to support learning. The evening will be planned by the Principal in collaboration with the Parent Involvement Committee.	Parent Involvement	08/10/2016	12/15/2017	$500	Principal, Parent Involvement Committee
				Total	$500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended learning opportunities	Students will participate in programs which incorporate Extended School Services for those falling below the proficiency line.	Academic Support Program	11/15/2016	03/15/2017	$3000	ESS Coordinator, ESS teachers
Extended Learning	Students falling below the proficiency line will be invited to participate in programs which incorporate Extended School Services (ESS).	Academic Support Program	11/15/2016	03/15/2017	$3000	ESS Coordinator, ESS Teachers
				Total	$6000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Norton Commons Elementary School

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		

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.	N/A		

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

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

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

Comprehensive School Improvement Plan

Norton Commons Elementary School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Norton Commons Elementary School

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.	N/A		

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Achieve the delivery target of 61% proficient and distinguished in reading for students in all subgroups by the 2017 accountability cycle.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment data.

Strategy1:

Professional Learning- Reading - All NCES staff will engage in relevant professional development aimed at assisting students in reading. Professional development will be directly aimed at the analysis of student achievement, next steps necessary for continuous improvement, and teacher professional growth.

Category: Professional Learning & Support

Research Cited: TELL Survey data (district)

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly in PLC teams to analyze data and plan. This includes the development of common assessments and discussion of instructional best practices.	Professional Learning	08/10/2016	12/20/2017	$12000 - General Fund	Principal, Goal Clarity Coach, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Collaboration with Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school principal and/or school counselor will work with middle school representatives to establish relationships and gather feedback on student preparation for middle school. The principal will attend relevant PD with middle school principals to share information.	Community Engagement	10/03/2016	12/20/2017	$0 - No Funding Required	Principal, Counselor

Goal 2:

Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group in reading by the 2017

accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy1:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0 - No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Goal 3:

Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle

Measurable Objective 1:

59% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level mathematics standards delineated within the Kentucky Core Academic Standards in Mathematics by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy1:

Professional Development- Math- Student Population - Teachers and staff will engage in relevant professional development aimed at assisting students in meeting mathematics curriculum standards. Professional development will be directly tied to the analysis of student and teacher needs, including those identified within professional growth and student growth goal planning.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000 - General Fund	Principal, Goal Clarity Coach, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal

Goal 4:

All certified staff will be highly qualified in their content area, and will be evaluated based on standards contained within PGES

Measurable Objective 1:

collaborate to develop a thorough understanding of the PGES frameworks and implement them with fidelity, including providing feedback

based on the framework by 05/01/2017 as measured by PGES implementation data.

Strategy1:

Professional Learning- PGES - The administrative team and PGES leadership team will collaborate to provide professional development on

the components of PGES, including the composition of a student and teacher professional growth goal.

Category: Teacher PGES

Research Cited: State legislation

Activity - Teachscape Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and AP will maintain the Teachscape certification and will conduct observations based on the Danielson Framework.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal and AP

Goal 5:

Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world

language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by

holistic score derived from rubric analysis.

Strategy1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review

Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program

provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data

analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC meetings to analyze student work and assessment data. Within this process they will use data to plan next steps within the classroom based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, grade level teams

Measurable Objective 2:

collaborate to demonstrate a proficiency on indicators contained within the writing program review rubric by 05/24/2017 as measured by

holistic scores derived from rubric analysis.

Strategy1:

Writing Program Review- Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards for writing (ELA)

to develop grade level appropriate lessons. Data from a variety of assessments will be analyzed to determine next steps for instruction

based on student needs. Teachers will collaborate to ensure that writing is integrated into all academic areas.

Category: Learning Systems

Research Cited: TELL Survey, District Report Card

Activity - Collaboration with Special Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom classroom teachers will collaborate with special areas teachers to determine how to integrate writing into other content areas. Lesson seeds will be generated from the discussion and will be evidenced during classroom walkthroughs.	Professional Learning	01/03/2017	12/20/2017	$0 - No Funding Required	Instructional teams, Principal

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

Goal 1:

Achieve the delivery target of 61% proficient and distinguished in reading for students in all subgroups by the 2017 accountability cycle.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment

data.

Strategy1:

Assessment- Reading- student body - Teachers will use a variety of formative and summative assessments within their reading

programming. Data from assessments will be used within the PLC model to name and claim students using standards based measures.

Teams will plan instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments, PLC Framework

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards based data to form focus groups for remediation and extension	Academic Support Program	08/29/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach, Instructional Assistants, Interventionists

Strategy2:

Curriculum and Instruction- REading- All Students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques, and to make decisions regarding reading instruction.

Category: Learning Systems

Research Cited: Differentiation, Learning Styles

Activity - Extended learning opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs which incorporate Extended School Services for those falling below the proficiency line.	Academic Support Program	11/15/2016	03/15/2017	$3000 - Other	ESS Coordinator, ESS teachers

Activity - Reading Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will advance through a structured reading curriculum that incorporates the workshop model. They will be taught in flexible, standards-based groups, which will be changed to meet the learning needs of students.	Direct Instruction	08/10/2016	06/01/2017	$36000 - Text Books	Teachers, Goal Clarity Coach, Interventionists, Instructional Assistants

Goal 2:

Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group in reading by the 2017 accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy1:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student

achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district

levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0 - No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Strategy2:

Reading Curriculum and instruction- gap students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is

grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of

instructional strategies will be employed, and data will be utilized to determine effectiveness of instructional techniques. Remediation and

extension of the curriculum will be evidenced.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night will be held during the first semester of the school year to offer strategies and 'make and take' activities for parents to utilize with their children at home to support learning. The evening will be planned by the Principal in collaboration with the Parent Involvement Committee.	Parent Involvement	08/10/2016	12/15/2017	$500 - Grant Funds	Principal, Parent Involvement Committee

Activity - Techology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize relevant technology to engage students in reading curriculum. This may include the use of an interactive projector, IPads, Digital readers, etc.	Technology	08/10/2016	12/10/2017	$0 - No Funding Required	Teachers, Librarian, STC, Instructional support staff

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be employed throughout the school year. Tier 2 students will receive 30 minutes of intervention, and Tier 3 students will receive an additional 60 minutes of reading instruction using research-based intervention strategies.	Academic Support Program	09/01/2016	12/15/2017	$0 - No Funding Required	Counselor, Teachers, Goal Clarity Coach, Interventionists

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the proficiency line will be invited to participate in programs which incorporate Extended School Services (ESS).	Academic Support Program	11/15/2016	03/15/2017	$3000 - Other	ESS Coordinator, ESS Teachers

Strategy3:

Reading Assessment- Gap Population - Teachers will utilize a variety of formative and summative assessments within their reading programming. Data from the assessments will be utilized to make instructional decisions and determine student needs. Teachers will utilize data to plan tiered interventions for students that have not been successful on curricular goals. Additionally, teams will use PLC meetings to review data and plan collaboratively with peers.

Category: Continuous Improvement

Research Cited: PLC, RTI

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade-group PLC meetings to analyze student work and assessment data, plan instructional activities and differentiate instruction to meet student needs.	Professional Learning	08/25/2016	12/15/2017	$6500 - General Fund	Principal, Teachers, Goal Clarity Coach

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize assessments to identify students that are above, at or below grade level on content standards. Students will be provided work (including extension or remediation) to improve their performance.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Principal

Goal 3:

Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle

Measurable Objective 1:

59% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level mathematics standards delineated within the Kentucky Core Academic Standards in Mathematics by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy1:

Curriculum and Instruction- Math- Student Population - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and will differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: Differentiating instruction

Activity - Visual Displays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in accessing information from visual displays supporting the core standards. Learning targets will be utilized to enable goal setting and self assessment. Teachers will include items such as anchor charts, number lines, example problems, etc. for students to access during core instruction.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Vocabulary Rich Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of questioning strategies and vocabulary within the math class to ensure that students are able to apply information to a number of different types of problems.	Direct Instruction	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in cooperative learning groups using hands on materials, manipulatives and opportunities to explore different ways of solving problems. This includes the use of project based learning within the classroom and in math assignments.	Academic Support Program Direct Instruction	09/15/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Strategy2:

Asssessment- Math- Student Population - Teachers will include a variety of formative and summative assessments within their mathematics program. Data from assessments will be utilized to make instructional decisions and determine student needs. Teams will utilize PLC meetings to review data and plan collaboratively.

Category: Learning Systems

Research Cited: PLC framework, assessment

Activity - Formative and Summative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a variety of formative and summative assessments to demonstrate their knowledge within the standards. Data will be continuously analyzed to ensure progress. An item analysis of questions missed will be conducted to provide additional information to structure reteaching, extension and intervention.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach

Activity - Technology based reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize online learning platforms to reinforce the core skills presented during math lessons. Teachers will ensure that the material presented within the online learning is clearly aligned to the objectives and reflects current data analysis of student needs.	Academic Support Program	11/01/2016	12/20/2017	$2500 - General Fund	Principal, Teachers, STC

Strategy3:

Professional Development- Math- Student Population - Teachers and staff will engage in relevant professional development aimed at assisting students in meeting mathematics curriculum standards. Professional development will be directly tied to the analysis of student and teacher needs, including those identified within professional growth and student growth goal planning.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000 - General Fund	Principal, Goal Clarity Coach, Teachers

Goal 4:

Meet the overall student delivery target of 52% proficient and distinguished within the non-duplicated gap group in math by the 2017 accountability cycle

Measurable Objective 1:

52% of Black or African-American, Asian, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Mathematics by 06/01/2017 as measured by K-PREP assessment data.

Strategy1:

Math- Curriculum and Instruction- Gap - Teachers will utilize the KCAS to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies (including the use of technology) will be employed and data will be utilized to determine the effectiveness of the instructional techniques.

Category: Learning Systems

Research Cited: Differentiation of instruction

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficient level will receive support via classroom interventions.	Academic Support Program	10/12/2016	12/15/2017	$0 - No Funding Required	Goal Clarity Coach, Interventionists, Classroom teachers

Activity - Social/Emotional Learning and Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SEL/CE will be implemented and reinforced school-wide. This includes activities such as community meetings, development of norms, and targeted social skills instruction. Intentional support for those needing additional structure will be provided.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Administration

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DI to meet the individual needs of students. This includes the use of manipulatives, appropriate use of calculators, models, displays, music, etc.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, instructional support staff

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

Goal 1:

Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Camp Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students coming into kindergarten will be invited to participate in a program designed to increase their kindergarten readiness. Students will be screened for readiness skills, and feedback will be provided to parents accordingly.	Academic Support Program	06/01/2017	08/16/2017	$4683 - District Funding	Principal, Assistant Principal, Counselor, Kindergarten team

Activity - Brigance Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Brigance assessment for each kindergarten student within the school. Data will be used to plan instruction, and parents will be informed of the results and implications for their student's learning.	Academic Support Program	08/10/2016	09/29/2017	$0 - No Funding Required	Goal Clarity Coach, Kindergarten Team, Principal

Narrative:

Brigance

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

Goal 1:

Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Brigance Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Brigance assessment for each kindergarten student within the school. Data will be used to plan instruction, and parents will be informed of the results and implications for their student's learning.	Academic Support Program	08/10/2016	09/29/2017	$0 - No Funding Required	Goal Clarity Coach, Kindergarten Team, Principal

Activity - Camp Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students coming into kindergarten will be invited to participate in a program designed to increase their kindergarten readiness. Students will be screened for readiness skills, and feedback will be provided to parents accordingly.	Academic Support Program	06/01/2017	08/16/2017	$4683 - District Funding	Principal, Assistant Principal, Counselor, Kindergarten team

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish and maintain on-going communication with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards. Feedback from parents will be elicited as part of the progress report.	Parent Involvement	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

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

Goal 1:

Achieve the delivery target of 61% proficient and distinguished in reading for students in all subgroups by the 2017 accountability cycle.

Measurable Objective 1:

61% of All Students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment data.

Strategy1:

Curriculum and Instruction- REading- All Students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques, and to make decisions regarding reading instruction.

Category: Learning Systems

Research Cited: Differentiation, Learning Styles

Activity - Visible Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will post the learning targets for daily instruction in student-friendly language. The targets will be reviewed and assessed. Teachers will encourage student self-assessments on the learning targets.	Direct Instruction Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Community Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will engage external stakeholders to support reading instruction. This will include using volunteers as tutors, classroom helpers, etc.	Community Engagement	08/29/2016	12/20/2017	$0 - No Funding Required	Principal, Assistant Principal

Activity - Social/Emotional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will utilize SEL in the classroom and in general areas. Positive behavior supports will be modeled and implemented school-wide in an effort to ensure that students feel connected and willing to take risks within their learning.	Behavioral Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	All NCES Staff

Activity - Reading Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will advance through a structured reading curriculum that incorporates the workshop model. They will be taught in flexible, standards-based groups, which will be changed to meet the learning needs of students.	Direct Instruction	08/10/2016	06/01/2017	$36000 - Text Books	Teachers, Goal Clarity Coach, Interventionists, Instructional Assistants

Activity - Extended learning opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in programs which incorporate Extended School Services for those falling below the proficiency line.	Academic Support Program	11/15/2016	03/15/2017	$3000 - Other	ESS Coordinator, ESS teachers

Activity - Well appointed classroom	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the classroom environment to enhance instruction, including posting items such as anchor charts, word walls, best practices in reading, etc.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Staff

Strategy2:

Professional Learning- Reading - All NCES staff will engage in relevant professional development aimed at assisting students in reading.

Professional development will be directly aimed at the analysis of student achievement, next steps necessary for continuous improvement,

and teacher professional growth.

Category: Professional Learning & Support

Research Cited: TELL Survey data (district)

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet at least weekly in PLC teams to analyze data and plan. This includes the development of common assessments and discussion of instructional best practices.	Professional Learning	08/10/2016	12/20/2017	$12000 - General Fund	Principal, Goal Clarity Coach, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a systematic data analysis protocol to 'name and claim' students based on formative and summative assessment data. Teachers will utilize the data to determine next steps within the instructional framework.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Collaboration with Middle School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school principal and/or school counselor will work with middle school representatives to establish relationships and gather feedback on student preparation for middle school. The principal will attend relevant PD with middle school principals to share information.	Community Engagement	10/03/2016	12/20/2017	$0 - No Funding Required	Principal, Counselor

Strategy3:

Assessment- Reading- student body - Teachers will use a variety of formative and summative assessments within their reading

programming. Data from assessments will be used within the PLC model to name and claim students using standards based measures.

Teams will plan instruction based on student needs.

Category: Continuous Improvement

Research Cited: Formative and Summative Assessments, PLC Framework

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative and summative assessments within their teaching to identify student needs and areas for extension or reteaching.	Academic Support Program	08/29/2016	12/20/2017	$0 - No Funding Required	Teachers, PLC Groups

Activity - Focus Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use standards based data to form focus groups for remediation and extension	Academic Support Program	08/29/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach, Instructional Assistants, Interventionists

Activity - Student Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will utilize several means to recognize student achievement. This includes a medal wall based on meeting the goals set for proficiency assessments, the counselor's climbing club to recognize improvement and the Principal's Wall of Fame to recognize outstanding academic achievement.	Academic Support Program	10/14/2016	12/20/2017	$0 - No Funding Required	Principal, Counselor, Goal Clarity Coach

Goal 2:

Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group in reading by the 2017

accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy1:

Reading Curriculum and instruction- gap students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed, and data will be utilized to determine effectiveness of instructional techniques. Remediation and extension of the curriculum will be evidenced.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night will be held during the first semester of the school year to offer strategies and 'make and take' activities for parents to utilize with their children at home to support learning. The evening will be planned by the Principal in collaboration with the Parent Involvement Committee.	Parent Involvement	08/10/2016	12/15/2017	$500 - Grant Funds	Principal, Parent Involvement Committee

Activity - Techology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize relevant technology to engage students in reading curriculum. This may include the use of an interactive projector, IPads, Digital readers, etc.	Technology	08/10/2016	12/10/2017	$0 - No Funding Required	Teachers, Librarian, STC, Instructional support staff

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be employed throughout the school year. Tier 2 students will receive 30 minutes of intervention, and Tier 3 students will receive an additional 60 minutes of reading instruction using research-based intervention strategies.	Academic Support Program	09/01/2016	12/15/2017	$0 - No Funding Required	Counselor, Teachers, Goal Clarity Coach, Interventionists

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the proficiency line will be invited to participate in programs which incorporate Extended School Services (ESS).	Academic Support Program	11/15/2016	03/15/2017	$3000 - Other	ESS Coordinator, ESS Teachers

Strategy2:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student

achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district

levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0 - No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Strategy3:

Reading Assessment- Gap Population - Teachers will utilize a variety of formative and summative assessments within their reading

programming. Data from the assessments will be utilized to make instructional decisions and determine student needs. Teachers will utilize

data to plan tiered interventions for students that have not been successful on curricular goals. Additionally, teams will use PLC meetings to

review data and plan collaboratively with peers.

Category: Continuous Improvement

Research Cited: PLC, RTI

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize assessments to identify students that are above, at or below grade level on content standards. Students will be provided work (including extension or remediation) to improve their performance.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade-group PLC meetings to analyze student work and assessment data, plan instructional activities and differentiate instruction to meet student needs.	Professional Learning	08/25/2016	12/15/2017	$6500 - General Fund	Principal, Teachers, Goal Clarity Coach

Goal 3:

Achieve the delivery target of 59% proficient and distinguished in math for students in all subgroups by the 2017 accountability cycle

Measurable Objective 1:

59% of Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level mathematics standards delineated within the

Kentucky Core Academic Standards in Mathematics by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy1:

Curriculum and Instruction- Math- Student Population - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is

grade-level appropriate. Teachers will consider the nature of KCAS progressions, and will differentiate based on student needs. A variety of instructional strategies will be employed and data will be utilized to determine effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: Differentiating instruction

Activity - Vocabulary Rich Environment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of questioning strategies and vocabulary within the math class to ensure that students are able to apply information to a number of different types of problems.	Direct Instruction	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach

Activity - Cooperative Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in cooperative learning groups using hands on materials, manipulatives and opportunities to explore different ways of solving problems. This includes the use of project based learning within the classroom and in math assignments.	Academic Support Program Direct Instruction	09/15/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Visual Displays	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will instruct students in accessing information from visual displays supporting the core standards. Learning targets will be utilized to enable goal setting and self assessment. Teachers will include items such as anchor charts, number lines, example problems, etc. for students to access during core instruction.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Strategy2:

Professional Development- Math- Student Population - Teachers and staff will engage in relevant professional development aimed at assisting students in meeting mathematics curriculum standards. Professional development will be directly tied to the analysis of student and teacher needs, including those identified within professional growth and student growth goal planning.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly in grade level teams to analyze data and plan next steps for instruction. Teachers will utilize support materials such as the Cascade Dashboard and curriculum frameworks and maps to assist them during PLC.	Professional Learning	08/10/2016	12/20/2017	$6000 - General Fund	Principal, Goal Clarity Coach, Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math professional development will be directly connected to the analysis of student performance data, and will be aligned with professional and student growth goals. Relevant topics will include project based learning, use of technology within math instruction, and increasing math fluency.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal

Strategy3:

Asssessment- Math- Student Population - Teachers will include a variety of formative and summative assessments within their mathematics program. Data from assessments will be utilized to make instructional decisions and determine student needs. Teams will utilize PLC meetings to review data and plan collaboratively.

Category: Learning Systems

Research Cited: PLC framework, assessment

Activity - Formative and Summative assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a variety of formative and summative assessments to demonstrate their knowledge within the standards. Data will be continuously analyzed to ensure progress. An item analysis of questions missed will be conducted to provide additional information to structure reteaching, extension and intervention.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach

Activity - Technology based reinforcement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize online learning platforms to reinforce the core skills presented during math lessons. Teachers will ensure that the material presented within the online learning is clearly aligned to the objectives and reflects current data analysis of student needs.	Academic Support Program	11/01/2016	12/20/2017	$2500 - General Fund	Principal, Teachers, STC

Goal 4:

Meet the overall student delivery target of 52% proficient and distinguished within the non-duplicated gap group in math by the 2017 accountability cycle

Measurable Objective 1:

52% of Black or African-American, Asian, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Mathematics by 06/01/2017 as measured by K-PREP assessment data.

Strategy1:

Math- Curriculum and Instruction- Gap - Teachers will utilize the KCAS to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies (including the use of technology) will be employed and data will be utilized to determine the effectiveness of the instructional techniques.

Category: Learning Systems

Research Cited: Differentiation of instruction

Activity - Social/Emotional Learning and Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SEL/CE will be implemented and reinforced school-wide. This includes activities such as community meetings, development of norms, and targeted social skills instruction. Intentional support for those needing additional structure will be provided.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Administration

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficient level will receive support via classroom interventions.	Academic Support Program	10/12/2016	12/15/2017	$0 - No Funding Required	Goal Clarity Coach, Interventionists, Classroom teachers

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficiency line will be identified and invited to attend after school and during school intervention groups (ESS) where they will work in small groups and with technology to enhance their knowledge of grade level core standards.	Academic Support Program	01/10/2017	12/20/2017	$5800 - State Funds	ESS Coordinator, Principal, ESS teachers, interventionists, Goal Clarity Coach

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DI to meet the individual needs of students. This includes the use of manipulatives, appropriate use of calculators, models, displays, music, etc.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, instructional support staff

Goal 5:

Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC meetings to analyze student work and assessment data. Within this process they will use data to plan next steps within the classroom based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, grade level teams

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both small group and computer based instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	09/06/2016	12/20/2017	$0 - No Funding Required	Goal Clarity Coach, Interventionists, Instructional Assistants, Teachers

Activity - Differentiated work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that differentiated work (including homework) is presented to students based on assessment data. This includes standards-based remediation and extension for students.	Academic Support Program	09/06/2016	12/20/2017	$0 - No Funding Required	Primary Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students within the primary program will receive social skills instruction at least once weekly to ensure a positive transition to school and within grade levels.	Behavioral Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Administrative team

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Meet the overall student delivery target of 54% proficient and distinguished within the non-duplicated gap group in reading by the 2017 accountability cycle

Measurable Objective 1:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Reading by 06/01/2017 as measured by K-PREP assessment.

Strategy1:

Reading Assessment- Gap Population - Teachers will utilize a variety of formative and summative assessments within their reading programming. Data from the assessments will be utilized to make instructional decisions and determine student needs. Teachers will utilize data to plan tiered interventions for students that have not been successful on curricular goals. Additionally, teams will use PLC meetings to review data and plan collaboratively with peers.

Category: Continuous Improvement

Research Cited: PLC, RTI

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize assessments to identify students that are above, at or below grade level on content standards. Students will be provided work (including extension or remediation) to improve their performance.	Direct Instruction	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Principal

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade-group PLC meetings to analyze student work and assessment data, plan instructional activities and differentiate instruction to meet student needs.	Professional Learning	08/25/2016	12/15/2017	$6500 - General Fund	Principal, Teachers, Goal Clarity Coach

Strategy2:

Reading Professional Development- Gap population - Teachers and staff will engage in relevant professional development aimed at assisting gap students in meeting reading curriculum standards. Professional development will be directly connected to the analysis of student achievement, teacher growth plan and curricular/school goals. Teachers and staff will participate in sessions both at the school and district levels. Opportunities will be based on teacher and student needs.

Category: Professional Learning & Support

Research Cited: Professional Development, TELL Survey requirements

Activity - Instructional Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will meet to monitor school goals and review systems and data, and collaborate to develop plans to meet the needs of staff and students within the school.	Policy and Process	10/19/2016	12/13/2017	$0 - No Funding Required	Team Leaders, Principal, Goal Clarity Coach

Strategy3:

Reading Curriculum and instruction- gap students - Teachers will utilize the Kentucky Core Academic Standards to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions, and differentiate based on student needs. A variety of instructional strategies will be employed, and data will be utilized to determine effectiveness of instructional techniques. Remediation and extension of the curriculum will be evidenced.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI will be employed throughout the school year. Tier 2 students will receive 30 minutes of intervention, and Tier 3 students will receive an additional 60 minutes of reading instruction using research-based intervention strategies.	Academic Support Program	09/01/2016	12/15/2017	$0 - No Funding Required	Counselor, Teachers, Goal Clarity Coach, Interventionists

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling below the proficiency line will be invited to participate in programs which incorporate Extended School Services (ESS).	Academic Support Program	11/15/2016	03/15/2017	$3000 - Other	ESS Coordinator, ESS Teachers

Activity - Techology-based instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize relevant technology to engage students in reading curriculum. This may include the use of an interactive projector, IPads, Digital readers, etc.	Technology	08/10/2016	12/10/2017	$0 - No Funding Required	Teachers, Librarian, STC, Instructional support staff

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night will be held during the first semester of the school year to offer strategies and 'make and take' activities for parents to utilize with their children at home to support learning. The evening will be planned by the Principal in collaboration with the Parent Involvement Committee.	Parent Involvement	08/10/2016	12/15/2017	$500 - Grant Funds	Principal, Parent Involvement Committee

Goal 2:

Achieve the delivery targets for social studies, writing and science for students in all subgroups (including the non-duplicated gap group) by the 2017 accountability cycle

Measurable Objective 1:

55% of Fourth grade students will demonstrate a proficiency within science standards contained within grade level curriculum documents (including NGSS) in Science by 05/24/2017 as measured by Proficiency Assessments.

Strategy1:

Science Assessment and PD - Teachers and staff will use a variety of formative and summative assessments to measure student progress in science. Data will be analyzed within the PLC framework, and instructional decisions will be derived based on student needs.

Category: Professional Learning & Support

Research Cited: PLC, NGSS

Comprehensive School Improvement Plan

Norton Commons Elementary School

Activity - Vertical Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional teams will meet in vertical groups to ensure that the science standards are implemented without gaps between grades.	Professional Learning	01/03/2017	12/20/2017	$0 - No Funding Required	Principal

Activity - District Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional teams will utilize the district assessment system to measure proficiency in science. This includes an item analysis and comparison with other schools or classes in the district.	Academic Support Program	10/03/2016	12/20/2017	$0 - No Funding Required	Teachers, Goal Clarity Coach, Principal

Strategy2:

Curriculum and Instruction- Science - Teachers will utilize the KCAS/NGSS to plan instruction that is grade level appropriate. Teachers will consider the nature of the standards, integration into other content areas and differentiation needs.

Category: Learning Systems

Research Cited: Differentiation, NGSS

Activity - Literacy Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to embed science vocabulary and curriculum into other content areas. This includes utilizing online and text-based resources and STEAM activities.	Technology	08/10/2016	12/20/2017	$0 - No Funding Required	Librarian, Teachers, Principal

Activity - Science Modules- Foss	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the FOSS modules and materials within their classrooms to ensure hands-on instruction and inquiry-based learning.	Direct Instruction	08/10/2016	12/20/2017	$1500 - District Funding	Teachers

Activity - Science Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who do not meet proficiency within the NGSS will be provided remedial instruction. This will include utilizing the Common Core Coach materials, or other supplemental learning.	Academic Support Program	10/10/2016	12/20/2017	$1400 - Text Books	Teachers, Goal Clarity Coach, Interventionists

Measurable Objective 2:

66% of Fifth grade students will demonstrate a proficiency within grade level core content standards contained within the curriculum documents in Social Studies by 05/24/2017 as measured by K-PREP assessment data.

Strategy1:

Social Studies Curriculum and Instruction - Teachers will utilize the grade level core content to plan instruction that is grade level appropriate. Teachers will ensure that social studies content is connected to other curricular areas to deepen student understanding of the applications of

social studies topics.

Category: Learning Systems

Research Cited: Project Based Learning

Activity - Literacy Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed social studies content into literacy instruction. This includes utilizing materials from the library and online databases (such as Pebble Go) to support instruction.	Direct Instruction	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Social Studies Remediation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of methods to intervene for students that are not meeting grade level social studies standards. These include Common Core Coach books, online platforms and small group instruction (focus groups).	Academic Support Program	11/01/2016	12/20/2017	$7743 - Text Books	Principal, Goal Clarity Coach, Teachers

Activity - Social Studies Assessment and PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize the results of assessments to measure student learning and progress within the social studies standards. Data will be analyzed within the PLC framework, and results will be used for instructional planning that meets student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, PLC teams

Measurable Objective 3:

53% of Fourth and Fifth grade students will demonstrate a proficiency within grade level core academic standards contained within the KCAS for writing, including language mechanics in Writing by 05/24/2017 as measured by K-PREP Assessment Data.

Strategy1:

Writing Curriculum and Instruction - Teachers will utilize the Kentucky Core Academic standards in ELA to plan instruction that is grade level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies will be employed, and data will be continually analyzed to determine the effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: KCAS

Activity - Peer Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in the peer review process. Students will utilize a rubric (either class or teacher developed) to provide feedback to their peers on their writing.	Academic Support Program	01/03/2017	12/20/2017	$0 - No Funding Required	Teachers

Activity - School Wide Writing Prompt	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The building will engage in a school wide writing prompt every nine weeks. PLC teams will score the responses as a group for consistency in scoring. The names of students who met the proficiency target will be displayed and an exemplar from each grade will be selected. Descriptive feedback will be provided to all students within this process.	Academic Support Program	11/01/2016	12/20/2017	$0 - No Funding Required	Principal, Instructional Leadership Team, Goal Clarity Coach, PLC teams

Activity - Writing Assessment and PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional teams will use a variety of assessments to measure student acquisition of writing standards. PLC teams will meet to analyze student work samples, and instructional decisions will be made based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Instructional Teams

Activity - Comprehensive School Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will collaborate to compose a comprehensive school writing plan. The plan will include activities to analyze data and complete formative and summative assessments. It also will provide a grade specific action plan for writing skills to ensure there are no curricular gaps among grade level expectations.	Policy and Process	01/03/2017	12/20/2017	$0 - No Funding Required	Principal, Instructional Leadership Team

Activity - Grammar and Mechanics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials to intentionally plan grammar instruction within their classrooms. Implementation K-5 will be monitored through walkthroughs and teacher observations.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Administrative staff

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family literacy night will be held to offer strategies to parents for embedding grade level writing at home.	Parent Involvement	11/01/2016	11/30/2017	$1500 - District Funding	Parent Involvement Committee

Activity - Handwriting instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will include handwriting within their lesson plans. This can include a mini-lesson during the school day and reinforcement activities during homework.	Direct Instruction	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Teachers

Goal 3:

Meet the overall student delivery target of 52% proficient and distinguished within the non-duplicated gap group in math by the 2017

accountability cycle

Measurable Objective 1:

52% of Black or African-American, Asian, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in KCAS standards in Mathematics by 06/01/2017 as measured by K-PREP assessment data.

Strategy1:

Math- Curriculum and Instruction- Gap - Teachers will utilize the KCAS to plan instruction that is grade-level appropriate. Teachers will consider the nature of KCAS progressions and differentiate based on student needs. A variety of instructional strategies (including the use of technology) will be employed and data will be utilized to determine the effectiveness of the instructional techniques.

Category: Learning Systems

Research Cited: Differentiation of instruction

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficient level will receive support via classroom interventions.	Academic Support Program	10/12/2016	12/15/2017	$0 - No Funding Required	Goal Clarity Coach, Interventionists, Classroom teachers

Activity - Extended Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing below the proficiency line will be identified and invited to attend after school and during school intervention groups (ESS) where they will work in small groups and with technology to enhance their knowledge of grade level core standards.	Academic Support Program	01/10/2017	12/20/2017	$5800 - State Funds	ESS Coordinator, Principal, ESS teachers, interventionists, Goal Clarity Coach

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DI to meet the individual needs of students. This includes the use of manipulatives, appropriate use of calculators, models, displays, music, etc.	Academic Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, instructional support staff

Activity - Social/Emotional Learning and Character Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SEL/CE will be implemented and reinforced school-wide. This includes activities such as community meetings, development of norms, and targeted social skills instruction. Intentional support for those needing additional structure will be provided.	Behavioral Support Program	08/10/2016	12/15/2017	$0 - No Funding Required	Teachers, Administration

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:

Meet performance standards contained within the program review rubrics for arts and humanities, practical living/career studies, world language, primary program and writing by the 2017 accountability cycle

Measurable Objective 1:

collaborate to demonstrate a proficiency on indicators contained within the Practical Living/Career Studies Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy1:

Practical Living/ Career Studies Curriculum/Instruction/Assessment - Teachers will utilize the standards for practical living, health, career studies and consumerism to provide instruction that is grade level appropriate. Teachers will collaborate to ensure that these standards are embedded consistently within the classroom environment. A variety of instructional strategies will be employed and data will be analyzed to determine student needs.

Category: Learning Systems

Research Cited: State Mandate- Program Review

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS Teachers and Instructors will attend PLC team meetings at the school and district level. Instructors will use PLC time to plan programming to meet the requirements of the Program Review and will analyze student work to determine student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, PL/CS Teacher or Instructor

Activity - Consumerism	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in consumerism projects such as JA Biztown and Junior Achievement. They will be provided with additional instruction about consumerism as preparation for these programs.	Direct Instruction	10/03/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Extra Curricular Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be offered a variety of after school activities pertaining to PL/CS. Examples include team sports and robotics.	Extra Curricular	09/19/2016	12/08/2017	$0 - No Funding Required	Principal, team and club sponsors

Activity - Cross-Curricular Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify areas within the curriculum where PL/CS content could be embedded, and will implement lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Instructional Staff

Measurable Objective 2:

collaborate to demonstrate a proficiency on indicators contained within the Arts and Humanities Program Review Rubric by 05/24/2017 as measured by holisitic scores derived from rubric analysis.

Strategy1:

Arts and Humanities Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that arts and humanities are integrated into all academic areas. A variety of instructional strategies will be employed and data will be utilized to determine student needs and the effectiveness of instructional techniques.

Category: Learning Systems

Research Cited: State Accountability Code

Activity - Cross Curricular Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify areas where A & H can be embedded and will conduct lessons to integrate the content areas.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Special areas teachers, all instructional staff

Activity - Arts and Humanities instruction and extension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in art and music instruction at least once per week. Additionally, courses to enrich the arts curriculum will be offered during club time.	Academic Support Program	09/06/2016	12/20/2017	$9500 - General Fund	Special Areas teachers, Principal

Activity - Participation in Juried Events	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in contests or demonstrations within the community to showcase their work within the humanities. Examples would include: Kentucky Derby Festival art contest, Derby Museum art contest, KMEA conference. Feedback will be provided to students by the community group responsible for the contest or demonstration.	Extra Curricular	01/03/2017	12/20/2017	$0 - No Funding Required	Special areas teachers

Activity - SmART show/ performances/ parent involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Several events will be held at the school to encourage parent participation in the arts and humanities program. These include a SmART showcase, winter and spring musicals, and student group performances.	Parent Involvement	12/08/2016	12/20/2017	$0 - No Funding Required	Special Areas teachers, Principal

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning Community (PLC) sessions and team meetings at the school and district level. Through participation, they will analyze student work and assessment data to plan instruction based on student needs.	Professional Learning	09/01/2016	12/20/2017	$0 - No Funding Required	Special Areas Team, Principal

Measurable Objective 3:

collaborate to demonstrate a proficiency on indicators contained within the writing program review rubric by 05/24/2017 as measured by holistic scores derived from rubric analysis.

Strategy1:

Writing Program Review- Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards for writing (ELA) to develop grade level appropriate lessons. Data from a variety of assessments will be analyzed to determine next steps for instruction based on student needs. Teachers will collaborate to ensure that writing is integrated into all academic areas.

Category: Learning Systems

Research Cited: TELL Survey, District Report Card

Activity - Use of Scoring Guides and Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the analytical scoring guide, or other standards-based rubric to provide descriptive feedback to students about their writing. Professional development will be provided for teachers on the use of rubrics and descriptive feedback.	Academic Support Program	10/03/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Use of external resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize district, state and national resources to develop writing lessons and assessments within their classrooms.	Academic Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Collaboration with Special Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeroom classroom teachers will collaborate with special areas teachers to determine how to integrate writing into other content areas. Lesson seeds will be generated from the discussion and will be evidenced during classroom walkthroughs.	Professional Learning	01/03/2017	12/20/2017	$0 - No Funding Required	Instructional teams, Principal

Measurable Objective 4:

collaborate to demonstrate a proficiency on indicators contained within the Primary Program Review rubric by 05/24/2017 as measured by holistic score derived from rubric analysis.

Strategy1:

Primary Program Curriculum/Instruction/Assessment - Teachers will utilize the Kentucky Core Academic Standards and Program Review Rubric to plan instruction that is grade level appropriate. Teachers will collaborate with one another to ensure that the primary program provides a solid foundation of curricular knowledge. A variety of instructional strategies will be employed, and will be based upon data analysis within the PLC framework.

Category: Learning Systems

Research Cited: Common Core State Standards, Kentucky Program Review mandate

Activity - Differentiated work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will ensure that differentiated work (including homework) is presented to students based on assessment data. This includes standards-based remediation and extension for students.	Academic Support Program	09/06/2016	12/20/2017	$0 - No Funding Required	Primary Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students within the primary program will receive social skills instruction at least once weekly to ensure a positive transition to school and within grade levels.	Behavioral Support Program	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers, Administrative team

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly grade group PLC meetings to analyze student work and assessment data. Within this process they will use data to plan next steps within the classroom based on student needs.	Professional Learning	08/10/2016	12/20/2017	$0 - No Funding Required	Principal, Goal Clarity Coach, grade level teams

Activity - Brigance Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer the Brigance assessment for each kindergarten student within the school. Data will be used to plan instruction, and parents will be informed of the results and implications for their student's learning.	Academic Support Program	08/10/2016	09/29/2017	$0 - No Funding Required	Goal Clarity Coach, Kindergarten Team, Principal

Activity - Parent Progress Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish and maintain on-going communication with parents. Daily or weekly notes (including those in the agenda) will detail student progress on social and academic standards. Feedback from parents will be elicited as part of the progress report.	Parent Involvement	08/10/2016	12/20/2017	$0 - No Funding Required	Teachers

Activity - Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively to plan interventions for students not meeting grade level standards. Interventions will include both small group and computer based instruction. Flexible grouping will be present, with student movement within groups based on relevant data.	Academic Support Program	09/06/2016	12/20/2017	$0 - No Funding Required	Goal Clarity Coach, Interventionists, Instructional Assistants, Teachers

Activity - Camp Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students coming into kindergarten will be invited to participate in a program designed to increase their kindergarten readiness. Students will be screened for readiness skills, and feedback will be provided to parents accordingly.	Academic Support Program	06/01/2017	08/16/2017	$4683 - District Funding	Principal, Assistant Principal, Counselor, Kindergarten team

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?

Norton Commons Elementary School welcomes about 450 students daily. The grades served at NCES include Pre-Kindergarten-5th grade. The school maintains a partnership with the Norton Commons YMCA, which is the only partnership of its kind in the state of Kentucky, and only the second of its type in the United States.

The school sits within the east end corridor of Louisville within the Norton Commons neighborhood. The setting is urban, but sits within a suburban community.

The population of NCES consists of equal amounts of males and females. About 25% of the population is African-American, 48% Caucasian and the remainder are Hispanic, Asian, other race or mixed race students. About 30% of the students participate in the Free or Reduced Price Lunch program.

Norton Commons's staff consists of 60 employees. All teachers are highly qualified in the areas that they teach. Instructional support staff includes interventionists, Goal Clarity Coach, and Instructional Assistants. In addition to general education curriculum, the school offers special education classes (including serving students with Autism). Students are exposed to special areas including Art, Music, Physical Education, Spanish, Library, and Computers. STEAM Lab is also incorporated for all K-5 students.

Norton Commons provides literacy-based education and an extensive mathematics curriculum.

Students at Norton Commons have a weekly club time where they participate in a double block enrichment of an area that appeals to them.

Parental and family involvement are key at Norton Commons. Initiatives to involve families include the PTA, family nights and homework help workshops. Students have the opportunity to participate in a wide variety of after-school activities. These include sports teams, extensive club offerings and two Academic Teams.

Norton Commons offers a large campus with plenty of outdoor play space, two computer labs, an art room, a music room, and an extensive media center. Norton Commons utilizes the Kentucky Core Academic Standards. The standards are rigorous, and fit within the new National Core Standard framework.

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.

Our District's vision, and thus the vision for our school is that all students are prepared for success at the next level. We seek to prepare our students for the next level of education, which includes developing proficiency in academic standards and developing social skills necessary for positive relationships and interactions.

In addition, we subscribe to the district's mission, which is to provide relevant, comprehensive quality instruction in order to educate, prepare and inspire our students to learn. This philosophy can be evidenced through our implementation of Professional Learning Communities and our intervention programming. Our new mission statement is "Exemplify an empowered and innovative community through rigorous instruction, intentional learning and meaningful relationships". We believe in doing whatever it takes to ensure student success.

The school's mission, vision and belief statements were developed and analyzed for applicability, and will be revised in an on-going strategic process. Programming at the school embodies the mission and vision of both the district and the school. Daily interventions are held for students that may be struggling to meet curricular standards. After school activities incorporate extensions to learning for students, and engage families within the school.

Students are recognized for positive behavior and progress. Students are able to earn 'medals' based on performance within assessments. Each grading period, a Principal's Wall of Fame celebration is held to honor students that have excellent academic grades on their report cards. The Counselor's Climbing Club rewards students for making progress. The criterion for selection is noted by the teacher, and may be based on achievement or on effort.

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.

Being that the school is brand new, notable achievements are not as common as in established schools. The principal was named as a Milken Educator in 2015, and there are three teachers on the staff that have attained National Board Certification.

Through data analysis, the school has identified math as a primary target for improvement. This includes extending learning for gifted students, so that they may reach the distinguished level of performance. In addition, integrating problem based learning and intentionally fluent problem solving skills will serve the population's needs. In addition, programs to support learning in math are being implemented. This includes time on SumDog or other computer programs, including the ability of students to utilize math programming at home for reinforcement. In addition, interventions and small groups are held daily to help students that have not mastered the curriculum targets at the expected level of proficiency.

Staff engages in on-going professional development, and meets weekly in grade level Professional Learning Communities to analyze data and plan instruction aimed at helping all students reach proficiency on grade-level standards. This includes all content areas, and within special areas classes.

Additional Information

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

N/A