



Comprehensive School Improvement Plan

Trunnell Elementary
Jefferson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	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.	The "TRUNNELL DATA" report includes school equity data for the current fiscal year.	TRUNNELL DATA

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.

Trunnell Elementary School is an excellent elementary school located in southwest Jefferson County. The students and their families enjoy this school community and value it as a great place to teach and obtain primary education according to the district and Kentucky Department of Education TELL surveys.

Trunnell's student population is diverse with minority, disabled and ELL students, to name a few demographic groups. Eighty-six percent of the total population of students qualified for free and/or reduced lunch during the 2015-16 school year. Administrators and teachers hold students and themselves to high expectations for student achievement as stated in the school motto, "Expect excellence... Reach, Teach, Succeed." One hundred percent of all certified teachers are highly qualified to teach their content/subject areas; and the majority of Trunnell teachers are tenure. There is another unique quality to the Trunnell certified staff, most teachers remain to teach at Trunnell. Teacher mobility rates vary from school-to-school, and there is a stable teaching staff at Trunnell. This year, Trunnell has three new teachers (two are KTIP participants). We have one National Board Certified Teacher; however, we have three teachers (one primary and two intermediate) seeking certification and will complete their programs by the end of this year. We have five teachers receiving special literacy endorsements/credentials to teach research-based strategies in ELA and two teachers receiving a math specialist degree.

The Trunnell Elementary teaching staff is committed to teaching all subject areas according to state standards, but particularly, our emphasis has been on building stronger systems to support instruction that builds a strong foundation in reading, writing and mathematics.

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.

There are two areas identified as potential barriers to the overall success of student at Trunnell Elementary: (1) student daily attendance (less than the district average 96%) and (2) mobility of the student population (approximately 15 % mobility rate). Although the two identified

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areas may be barriers in some cases, there are multi-tiered systems of support in place as supports to the students' overall scholastic achievement. The root cause of the potential barriers are difficult to pinpoint, exactly, in that some of the factors could be attributed to the overall economy or life circumstances of the families served.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.	The Trunnell Elementary (School Equity Goal Data) reflects goals to obtain over the next three years and will be evaluated annually with the certified staff during faculty meetings and stakeholders via the SBDM Council.	Three-Year Goals (TES)

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:

66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in Mathematics by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

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Category: Professional Learning & Support

Research Cited: DuFour

Stiggins

Chappuis

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction in mathematics. Math instruction will focus on the learning target, problem-solving strategies and differentiation to ensure continuous progress toward math proficiency at each grade level. Teachers will use formative assessments to determine students' mastery of math standards. Teachers will work with students in small groups and adjust their instruction based on student needs. Students will be regrouped according to formative assessment results.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in math and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Principal

Activity - Intervention and Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and daytime ESS teachers will provide focus group instruction to all students in grades 3rd through 5th who have not obtained mastery of math standards. Mastery of math standards will be measured by the student results from the district Math Proficiency Assessments. Classroom teachers and interventionists will provide focus group math instruction to students in grades K-2 according attained mastery of the learning targets for each nine week cycle.	Academic Support Program	01/01/2017	01/01/2018	\$60000 - Title I Schoolwide	Teachers Daytime ESS Teachers

Goal 2:

Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teacher awareness and understanding of the TPGES system by 01/01/2017 as measured by surveys and other checks of understanding after professional development activities.

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Strategy1:

Professional Development - Teachers will engage in ongoing professional development centered on the Teacher Professional Growth and Effectiveness System (TPGES). This includes continuing teacher development training on PLCs and assessment literacy.

Category: Teacher PGES

Research Cited: KDE Requirement

Activity - Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will ensure that highly qualified staff are assigned to areas of certification. All certified staff will participate in training sessions on the Professional Growth and Effectiveness System by receiving professional development on the Teachescape Modules 1 - 4. Teachers will participate in ongoing school-based trainings in PLCs and assessment literacy through job embedded PD and team collaborations.	Career Preparation/ Orientation	01/01/2017	01/01/2018	\$2000 - General Fund	Principal

Goal 3:

67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019.

No more than 31 percent of all students will score novice in reading by May of 2017.

Measurable Objective 1:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours, Stiggins & Chappuis,

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in reading and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

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Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop SMART goals for reading classes in their PLCs and develop individual goals with the students in their classrooms. Teachers will monitor and meet set goals for their classroom. Teachers will provide students with specific feedback on progress towards individual goals.	Academic Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	Goal Clarity Coach, Teacher

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction through guided reading. Reading instruction will focus on the learning target, reading strategies and differentiation to ensure continuous progress toward reading proficiency. Teachers will use formative assessments to determine students' reading level in small group and adjust their instruction based on student needs. Teachers will regroup students according to assessment data results for attainment/mastery of the ELA standards.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

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?

The following stakeholders were involved in completing and reviewing the components of the Missing Piece Diagnostic:

- (1) Site-Based Decision Making Council
- (2) Administrative Leadership Team
- (3) Instructional Leadership Team
- (4) Instructional Staff (Certified Teachers and Classified Instructional Staff)

Relationship Building

Overall Rating: 3.29

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Overall Rating: 3.14

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

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

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

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

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

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

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

Decision Making

Overall Rating: 3.29

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

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

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

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 3.33

	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.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

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

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

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

Learning Opportunities

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	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.	Proficient

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

Community Partnerships

Overall Rating: 3.5

	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 collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

Reflection

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

AREAS OF STRENGTH & ACTION STEPS TO SUSTAIN STRENGTHS

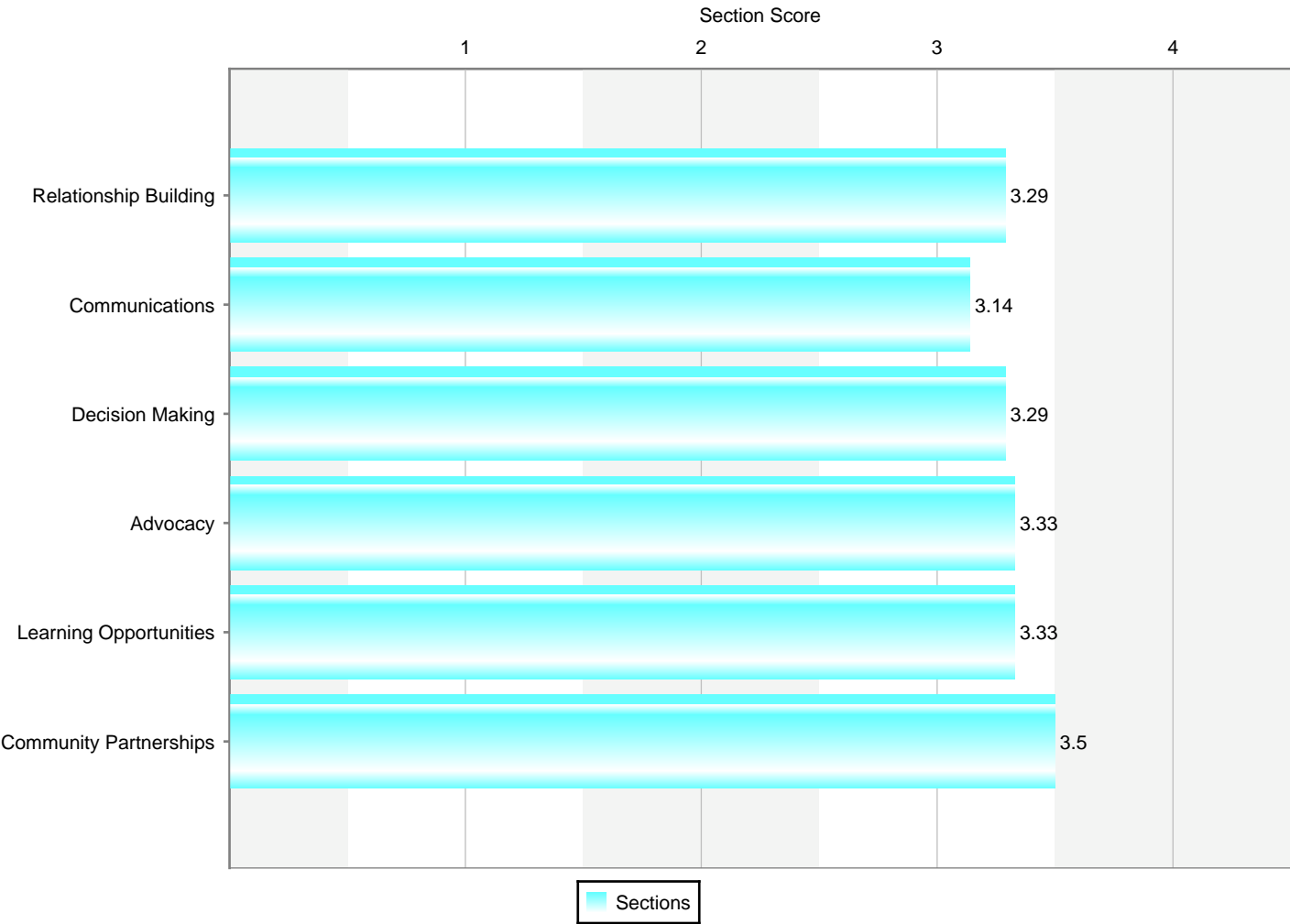
One area of strength includes ensuring parents are informed of academic standards for each grade level and providing them with ongoing communication on the area(s) of their individual student's progress towards learning goals. All stakeholders are also informed of the school's improvement efforts and given an opportunity to get involved in improvement strategies implemented by school leadership. The school's Parent Teacher Association (PTA) and parent representatives on the school's Site Based Decision Making Council (SBDM) are part of the planning of school improvement efforts. The strategies and activities are regularly monitored for effectiveness by these stakeholders to ensure planned strategies and activities are achieved.

AREAS FOR IMPROVEMENT & ACTION STEPS FOR IMPROVING AREAS OF NEED

There is no SBDM policy nor school procedure in place from school leadership for parent advocacy and training on school improvement efforts. I will ensure the school's SBDM Council engage in discussion as for the need for a parent advocacy group. School leadership in collaboration with the SBDM and PTA will discuss practices and procedure for keeping parent more informed on how one can advocate for his/her child's education, as well as, practices for more parental involvement in the school.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

The process used to engage a variety of stakeholders in the development of the school improvement plan is as follows:

- * The SBDM Council was involved in monitoring the strategies and activities of the current school plan. *The SBDM was provided an opportunity to provide feedback in the development of the new school plan. Members of the Site Based Decision Making Council include three teacher representatives, two parents representatives and the chairperson wherein at least one member is of a minority group. These individuals were elected to the position.
- * The school's Instructional Leadership Team (ILT) monitors the strategies and activities, and assists with the develop of the 30-60-90 Plans for improving student achievement.
- *The plans developed through the ILT are shared with the staff and faculty through staff meetings. Staff input for improvement strategies and activities are acquired for the new plan annually.
- *The plans are implemented by the staff. An evaluation system is developed to determine the impact of professional development and the strategies and activities of the improvement plan for continuous improvement.

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

The representatives/stakeholder groups that have participated in the development of the plan include:

- * Administrators (monitor, develop and implement the school plan)
- * Teachers/Staff (monitor, develop and implement the school plan)
- * Parents (monitor and develop the school plan; provide input for improvement strategies and activities)
- * Community Partners (monitor and develop the school plan and provide input on the Program Review)

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 school improvement plan is communicated to stakeholders in the following manner:

- * The school plan is monitored and revised with the involvement of the SBDM Council. It is monitored for implementation and effectiveness of its strategies and activities monthly, and revised annually.
- * The school plan is monitored and a implementation plan is developed with school administrators and teacher leaders through the ILT. The purpose is to monitor implementation of student performance strategies and activities.
- * The new school plan is communicated to parents and the community in general through information that is shared through the school's online newsletter. The revised plan is uploaded onto the school website for easy access to parents and the community.

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?

Upon analysis of last year's school plan and the 2016 School Report Card, Trunnell Elementary School will prioritize its focus on raising the overall achievement of all students by increased proficiency and decreased novice performance in each content area. Additionally, we will focus on closing achievement gaps overall.

According to the 2016 School Report Card and the overall performance among various subgroups require the school to focus on reaching its achievement, gap and novice reduction goals for the 2016-2017 school year. Analysis of the state test assessment data indicate an overall score of 58.8 and a percentile rank of 14th in the state of Kentucky in student performance on the 2016 School Report Card. Trunnell Elementary is currently classified in the "Needs Improvement" classification and "Focus" category for Rewards and Assistance. Trunnell Elementary School did not meet its AMO (Annual Measurable Objective (AMO) Goal of a 51.7 NGL score. For the 2016-17 school year, Trunnell Elementary will focus on reaching its NGL score of 47.5 to meet our 2016 AMO Goal and continuing improvement in the areas of achievement, gap and growth.

Trunnell Elementary will improve and monitor its overall achievement through the following focus strategies:

- (1) Teacher professional development of the written, taught and tested common core state standards. Training will be implemented through school-based professional development, weekly job-embedded PD, faculty and PLC meetings. Teachers will be provided opportunities to acquire deeper understanding of the standards and monitor student progress through professional learning communities.
- (2) The instructional leadership team and the Site-Based Decision Making Council will oversee and monitor the school's overall progress towards proficiency goals in all content areas and develop a plan for improvement within each content area through monitoring of the 30-60-90 day plans throughout the year.
- (3) Trunnell Elementary will focus its work on continuous improvement in student performance on the K-PREP assessment and the overall success of its students.

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?

The areas of strength in student performance on the 2016 K-PREP assessment are as follows:

Trunnell Elementary School increased the percentage of students scoring proficient and distinguished on its achievement and gap results in three of five content areas tested--- Reading, Math and Writing. However, novice reduction needs to improve in these areas.

The Trunnell Elementary staff will continue to work collaboratively to ensure curriculum alignment, planning, formative assessments practices are refined. Additionally, we will continue to analyze student performance and growth through PLCs to determine student understanding and mastery of the common core state standards. Teachers will adjust instructional practices based on performance results, and school administrators will continue to support teachers in these efforts.

Opportunities for Improvement

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

Trunnell Elementary School must meet and sustain targets set by the state for overall improvement in proficiency and gap reduction in each content area and meet its 2017 AMO Goal. The school must also work towards moving out of the "Needs Improvement" to a "Proficient" school classification according to School Report Card. According to the 2016 K-PREP scores, the areas in need of improvement are increasing the overall percentage of students scoring Proficient and Distinguished in Reading and Math and decreasing the overall percentage of students scoring Novice in those same content areas. We will also need to improve our overall score in 5th grade Social Studies which dropped 15 percentage points last year.

The improvement planning strategies we have implemented at Trunnell Elementary include the following:

- (1) Develop and monitor school improvement and 30-60-90 Plans
- (2) "Name & Claim" students who are not proficient and monitor their progress towards proficiency.
- (3) Professional development training to address research based, best-practice instructional strategies.
- (4) Secure instructional resources aligned to the common core state standards in all adopted subject areas.
- (5) Align systems to support instructional planning, analysis, and monitoring of student performance through the following structures: Instructional Leadership Team, Professional Learning Communities and school-based professional development.
- (6) Implement enrichment and intervention strategies to address the specific learning needs of all students in each content area.
- (7) Utilize the next generation learner goal calculator to monitor the school's progress towards meeting its annual AMO goal.

Conclusion

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

The next steps Trunnell Elementary will take to address the areas of concern are:

- (1) Continue to monitor student performance and instructional practices to support student learning.
- (2) Continue to model and evaluate high standards of teaching and learning through collaboration and support.
- (3) Continue to offer professional development opportunities based on teacher and student needs.
- (4) Continue to find ways to involve stakeholders, particularly parents, in the school improvement goals.
- (5) Continue to secure resources to support instruction that is aligned to the common core state standards.
- (6) Utilize district support systems to support the school's vision and mission. Incorporate the district mission and vision, JCPS Vision 2020.
- (7) Monitor support systems for teacher collaboration and planning.
- (8) Regularly monitor student performance on formative assessments through the KDE goal calculator to determine our progress toward reaching AMO goals annually.

2017-2018 TRUNNELL ELEMENTARY SCHOOL IMPROVEMENT PLAN

Overview

Plan Name

2017-2018 TRUNNELL ELEMENTARY SCHOOL IMPROVEMENT PLAN

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.	Objectives: 2 Strategies: 2 Activities: 15	Academic	\$80500
2	62% of all students and 59% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Writing by year 2019.	Objectives: 2 Strategies: 2 Activities: 9	Academic	\$0
3	65% of all students and 62% of gap students at Trunnell Elementary will be Proficient or Distinguished in Science by year 2019.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$600
4	73% of all students and 70% of gap students at Trunnell Elementary will be Proficient or Distinguished in Social Studies by year 2019.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$1300
5	Trunnell Elementary will improve its World Language Program to proficient by 2019.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$3000
6	Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2000
7	Trunnell Elementary will use 100% of the instructional resources (textbook funds) within two years to support student access to high quality resources that are aligned to the KCAS standards.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$15000
8	67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019. No more than 31 percent of all students will score novice in reading by May of 2017.	Objectives: 2 Strategies: 2 Activities: 12	Academic	\$23500

Goal 1: 66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in Mathematics by 06/01/2017 as measured by K-PREP.

Strategy 1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFour

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Activity - Assessment and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of mathematics standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year in September and January to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction in mathematics. Math instruction will focus on the learning target, problem-solving strategies and differentiation to ensure continuous progress toward math proficiency at each grade level. Teachers will use formative assessments to determine students' mastery of math standards. Teachers will work with students in small groups and adjust their instruction based on student needs. Students will be regrouped according to formative assessment results.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Intervention and Enrichment Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom and daytime ESS teachers will provide focus group instruction to all students in grades 3rd through 5th who have not obtained mastery of math standards. Mastery of math standards will be measured by the student results from the district Math Proficiency Assessments. Classroom teachers and interventionists will provide focus group math instruction to students in grades K-2 according attained mastery of the learning targets for each nine week cycle.	Academic Support Program	01/01/2017	01/01/2018	\$60000	Title I Schoolwide	Teachers Daytime ESS Teachers
Activity - Proficiency Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Proficiency Celebration will be planned after each district Math Proficiency Assessment (MPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous math proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Title I Schoolwide	Goal Clarity Coach Principal
Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades K - 5th will plan and implement math lessons using the Go Math mathematics curriculum to strengthen students' understanding of math standards, problem-solving skills and build content vocabulary as evidenced by instructional walkthroughs and teacher lesson plans.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in their PLCs along with the Goal Clarity Coach to develop SMART goals for mathematics. Teacher will also work with students to develop individual goals in math. Teachers will monitor their progress in meeting students' individual and classroom goals. Teachers will provide students with specific feedback on progress towards individual goals.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach
Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A family mathematics/science/technology night will be held to encourage family involvement and expand our partnership with the local school community. Parent Night activities will build our parents knowledge on the new math curriculum and how to expand on what their child is learning in school at home. Teachers will share resources and strategies in math to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000	Title I Schoolwide	Teachers Parents
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in math and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach Principal

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Activity - Teacher Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will participate in the DREAM for ALL Project (Developing Resident Expertise to Achieve Mathematics) in partnership with the University of Louisville. The project is designed to increase teachers' knowledge of mathematics instruction. Participating teachers will acquire a math specialist certification and will provide training and support to develop the instructional staff's mathematical practices.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Principal Goal Clarity Coach

Measurable Objective 2:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core standards in Mathematics by 06/01/2016 as measured by K-PREP.

Strategy 1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: Dufours

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Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple sources of data at the end of each nine-week cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Title I Schoolwide	Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of school-wide math assessments that are aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Assessment results will be analyzed on a regular basis to determine the progress and growth of all student. MAP data will provide additional information on student progress and growth towards mastery of math standards.	Academic Support Program	01/01/2017	01/01/2018	\$5000	Title I Schoolwide	Teachers

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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a schedule for all students who need additional support in math. Students will have additional practice in math through the Study Island, Timez Attack and Sum Dog to gain more practice towards mastery of math standards. Teachers will monitor the weekly reports to determine whether students are making progress in each math strand.	Academic Support Program	01/01/2017	01/01/2018	\$5000	General Fund	Teachers
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL, ECE and classroom teachers will meet to plan and ensure proficiency targets are met for all students for each nine week cycle. The classroom, ECE and ESL teachers will work collaboratively to plan effective mathematics instruction and build mastery of key learning targets in each lesson taught to their students.	Academic Support Program	01/01/2017	01/01/2018	\$1500	General Fund	Teachers
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide additional Math instruction after school through the Trunnell Elementary School's extended learning programs. Instruction will focus on mathematics common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress in extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$5000	Other	Teachers ESS Coordinator

Goal 2: 62% of all students and 59% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Writing by year 2019.

Measurable Objective 1:

46% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Writing common core standards in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy 1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours

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Activity - Exemplars	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will display exemplar writing pieces in grades kindergarten through 5th on their bulletin boards after the writing unit has been taught to serve as models of proficient work.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Writing Across Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily opportunities for students to write across the content in learning logs and/or writer's notebooks to demonstrate learning and build on writing skills.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT implement and monitor the school writing plan to ensure students' progress towards proficiency targets in Writing. Teachers will monitor pacing of their writing instruction in accordance with the district curriculum map.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	ILT
Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide daily opportunities for students to gain additional practice with writing mechanics and writing prompts. Student work performance will be analyzed to refine instructional practices. Students will self-assess their own learning towards proficiency targets and strategies learned during writing instruction. Students will engage in peer conferencing and feedback on their writing pieces.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Vertical Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze writing samples during staff meetings in vertical teams to ensure curriculum alignment of the writing standards in grades K-5. Teachers will determine strengths and weaknesses in student writing samples. Professional development will be provided to target needs areas in writing instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Principal

Measurable Objective 2:

42% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the Writing common core standards in English Language Arts by 06/01/2017 as measured by KPREP..

Strategy 1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: Dufours

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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with opportunities to engage with technology to conduct research and explore educational websites in order to develop portfolio writing pieces.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will the Journey's "Write in Readers" books with students who struggle in writing development. Teachers will instruct students in small groups with writing to learn and writing to demonstrate learning activities. Graphic organizers will be taught to students and regularly used to support writing instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach
Activity - Flashbacks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade teachers will give students weekly opportunities to practice writing mechanic and writing on demand strategies and intervene with students who have not mastered writing targets through flashbacks.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in vertical and horizontal teams to analyze student writing and determine next instructional steps in their instruction. Student work analysis will be used to evaluate the K-5 writing program and plan professional development trainings.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach

Goal 3: 65% of all students and 62% of gap students at Trunnell Elementary will be Proficient or Distinguished in Science by year 2019.

Measurable Objective 1:

60% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on state standards in Science by 06/01/2017 as measured by Trunnell formative assessment data..

Strategy 1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours

Comprehensive School Improvement Plan

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Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in Grades K-5th will teach science using NGSS standards and provide hands-on science experiences with the science curriculum. NGSS science standards will be taught using the district science modules and notebooks and lessons will be differentiated to meet student needs. Teachers will plan science instruction together in grade level PLCs for each learning cycle and develop common assessments to determine student mastery of NGSS standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze district Science Proficiency Assessments to track and monitor student progress towards proficiency in science and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	ILT

Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth grade teachers will use KCCT Coach and flashback materials to provide students with instructional experiences towards mastery of science standards. Students will gain practice with K-Prep like items such as multiple choice and extended response questions.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction to students who have not mastered NGSS standards during the regular science block. Student work will be analyzed to identify trends and/or gaps in understanding of instructions in order form small groups and refine lessons.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Daytime ESS Teachers

Activity - Science Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5th Grade teachers will collaborate with the parents to plan and organize a student Science Fair during the Spring. Science presentations will focus on grade level learning targets. Teachers will use science projects to formatively assess students and provide them with opportunities to engage in higher ordered thinking through the presentation of their projects.	Parent Involvement	01/01/2017	01/01/2018	\$600	Title I Schoolwide	Teachers

Measurable Objective 2:

60% of Economically Disadvantaged students will demonstrate a proficiency on the state standards in Science by 06/01/2017 as measured by Trunnell formative assessment data..

Strategy 1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: DuFours

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Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct cross-curriculum in reading and writing to incorporate the science content. Teachers will use response journals for students to demonstrate their understanding of the NGSS standards in written form.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to receive professional development training on the NGSS standards. Teachers will work in PLCs and job embedded PD to deconstruct standards by grade level and plan for grade level instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Goal Clarity Coach
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with opportunities for additional practice with mastery of the science standards through Study Island. Teachers will provide small group instruction to all students including gap groups who have not met proficiency targets in science. The science lead will work with students after school through the Science Club to extend students' knowledge of NGSS science standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Goal 4: 73% of all students and 70% of gap students at Trunnell Elementary will be Proficient or Distinguished in Social Studies by year 2019.

Measurable Objective 1:

62% of Black or African-American, Asian, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state standards in Social Studies by 06/01/2017 as measured by KPREP.

Strategy 1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

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Category: Professional Learning & Support

Research Cited: DuFours

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Activity - Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers in Grades K-5th will teach social studies standards and provide rigorous instruction with the social studies curriculum. Lessons will be differentiated to meet the needs of all learners. Teachers will plan the social studies instruction together in grade level PLCs for each learning cycle and develop common assessments to determine student mastery of the social studies standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Assessment & Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze district Social Studies Proficiency Assessments to track and monitor student progress towards proficiency in social studies and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	ILT
Activity - Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth grade teachers will use KCCT Coach and flashback materials to provide students with instructional experiences towards mastery of social studies standards. Students will gain practice with K-Prep like items such as multiple choice and extended response questions.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction to students who have not mastered social studies standards during the regular Social Studies block. Student work will be analyzed to identify trends and/or gaps in understanding of instructions in order form small groups and refine lessons.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers Daytime ESS Teachers
Activity - Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th Grade teachers will collaborate with ESL and ECE teachers to plan and organize student Social Studies project. Social Studies projects will focus on 5th grade learning targets. Teachers will use these projects to formatively assess students and provide them with opportunities to engage in higher ordered thinking through their presentations.	Parent Involvement	01/01/2017	01/01/2018	\$300	Title I Schoolwide	Teachers

Comprehensive School Improvement Plan

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Measurable Objective 2:

58% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state standards in Social Studies by 06/01/2017 as measured by KPREP.

Strategy 1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: DuFours

Stiggins

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Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct cross-curriculum in reading and writing to incorporate the social studies content. Teachers will use response journals for students to demonstrate their understanding of the social studies standards in written form.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with opportunities for additional practice with mastery of the social studies standards through Study Island. Teachers will provide small group instruction to all students including gap groups who have not met proficiency targets in social studies.	Other	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the district Social Studies specialist to refine instructional practices and to ensure curriculum alignment in grades K-5th. Trunnell teachers will collaborate with other Areas 2 teachers in Social Studies professional development.	Academic Support Program	01/01/2017	01/01/2018	\$1000	General Fund	Teachers Goal Clarity Coach

Goal 5: Trunnell Elementary will improve its World Language Program to proficient by 2019.

Measurable Objective 1:

collaborate to demonstrate proficiency in Standard 1: Curriculum and Instruction, Standard 2: Formative and Summative Assessment, Standard 3: Professional Development and Standard 4: Administrative/Leadership Support & Monitoring by 01/01/2018 as measured by KDE.

Strategy 1:

Plan & Monitor - Program Review Committees will meet regularly to evaluate and monitor implementation of improvement strategies and the school's instructional

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programs. Various stakeholders will monitor the schools progress in its instructional programs that are offered.

Category: Continuous Improvement

Research Cited: KDE Requirement

Activity - Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet regularly to determine areas for improvement in World Language programs as outlined in the PR scoring rubric. The all areas determined as "needs improvement" or "no implementation" will be set as priority/focus areas for school instructional planning. Professional development will be provided to teachers on targeted areas of the program review. Evidence of improvement strategies and activities will be collected and documented throughout the school year.	Other - Committees	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM Council and ILT will monitor and evaluate progress towards proficiency in all content areas of the Program Review. School administrators and stakeholders will monitor SBDM policies, professional development, academic and non-academic data to track school improvement efforts.	Other - Committees	01/01/2016	01/01/2017	\$0	No Funding Required	ILT SBDM
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be involved as stakeholders in giving feedback towards school improvement efforts through the Comprehensive School Survey, AdvanEd Stakeholder Feedback survey and SBDM Council.	Parent Involvement	01/01/2017	01/01/2018	\$0	No Funding Required	Principal
Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Counselor, FRC, Success Coach, RTI Coordinator and School Social Worker will work collaboratively to identify students and put into place supports for students with at-risk behavior and to address barriers to their learning. Additionally, they will plan transition activities to support students moving into kindergarten and middle school. This support team will meet regularly to monitor student progress toward individual and small group goals.	Behavioral Support Program	01/01/2017	01/01/2018	\$3000	Title I Schoolwide	FRC RTI Coordinator School Social Worker Success Coach Counselor
Activity - Stakeholder Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Trunnell Elementary will engage parents and other stakeholders in academic school activities. Additionally, they will be provided an opportunity to provide feedback concerning their child's' educational experience at Trunnell through the SBDM Council, Comprehensive School Survey, Title 1 parent survey and other methods of reporting. The school will communicate with parents and other stakeholders regarding our students' academic progress through the TELL KY survey, extended learning reports, parent newsletter and school webpage.	Community Engagement	01/01/2017	01/01/2018	\$0	No Funding Required	Principal ESS Coordinator
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Goal 6: Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teacher awareness and understanding of the TPGES system by 01/01/2017 as measured by surveys and other checks of understanding after professional development activities.

Strategy 1:

Professional Development - Teachers will engage in ongoing professional development centered on the Teacher Professional Growth and Effectiveness System (TPGES). This includes continuing teacher development training on PLCs and assessment literacy.

Category: Teacher PGES

Research Cited: KDE Requirement

Activity - Training Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will ensure that highly qualified staff are assigned to areas of certification. All certified staff will participate in training sessions on the Professional Growth and Effectiveness System by receiving professional development on the Teachescape Modules 1 - 4. Teachers will participate in ongoing school-based trainings in PLCs and assessment literacy through job embedded PD and team collaborations.	Career Preparation/Orientation	01/01/2017	01/01/2018	\$2000	General Fund	Principal

Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified administrators who are responsible for the evaluation of certified personnel and peer observers will receive ongoing district update training to conduct observations and pass the required assessments set by KDE. Administrators and peer observers will conduct mini and/or full observations during the upcoming school year for full implementation of the TPGES system.	Professional Learning	01/01/2017	01/01/2018	\$0	No Funding Required	Principal Assistant Principal Peer Observers

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Activity - Technical Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional leadership team (ILT) will meet regularly with the ABRI committee to plan, monitor and adjust reform efforts to implement the CCSS and practices. The ILT will monitor the CSIP, 30/60/90 Plans, and student performance results on K-PREP, district formative assessments, CASCADE and dashboard reports to monitor academic, behavior and attendance data.	Other - Internal/External Support Systems	01/01/2017	01/01/2018	\$0	No Funding Required	ILT

Activity - Program Review & Monitoring of Curriculum Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School & Stakeholder Support of Instruction The administration will involve all stakeholders in the school's efforts to monitor and review its instructional programs annually for the purpose of overall student achievement and improvement.	Academic Support Program, Professional Learning	01/01/2017	01/01/2018	\$0	No Funding Required	Principal

Goal 7: Trunnell Elementary will use 100% of the instructional resources (textbook funds) within two years to support student access to high quality resources that are aligned to the KCAS standards.

Measurable Objective 1:

collaborate to determine textbooks and instructional materials are aligned to Kentucky Core Academic Standards by 03/01/2017 as measured by 100% of the textbook funds allocated for instructional resources are used to improve student access to high quality standards-aligned materials.

Strategy 1:

Instructional Resource Identification and Alignment - School leadership in collaboration with the SBDM Council will conduct a survey to analyze the needs of the school for text book and other curriculum purchases that will move student achievement forward. Resources will be compared to determine which instructional materials are more accurately aligned to Kentucky standards and better suited to support classroom instruction.

Category: Management Systems

Activity - Identification & Adoption Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Trunnell Elementary will (1) seek guidance and input from district curriculum specialist on textbooks and instructional materials that are best aligned Kentucky standards (2) invite sales reps to demonstrate resources and preview samples with faculty and staff (3) check the KDE adoption list of materials and use the appropriate KDE Review Instrument to compare and evaluate instructional resources.	Academic Support Program	01/01/2017	01/01/2018	\$15000	Text Books	Principal SBDM Committees

Goal 8: 67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019. No more than 31 percent of all students will score novice in reading by May of 2017.

Measurable Objective 1:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2017 as measured by K-PREP.

Strategy 1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours, Stiggins & Chappuis,

Activity - Assessment & Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of the reading standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year (in September and January) to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2018	01/01/2018	\$1000	Title I Schoolwide	Teachers
Activity - Small Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group instruction through guided reading. Reading instruction will focus on the learning target, reading strategies and differentiation to ensure continuous progress toward reading proficiency. Teachers will use formative assessments to determine students' reading level in small group and adjust their instruction based on student needs. Teachers will regroup students according to assessment data results for attainment/mastery of the ELA standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in reading and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Principal, Goal Clarity Coach, Teachers

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Activity - Proficiency Celebration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Proficiency Celebration will be planned after each district Reading Proficiency Assessment (RPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous reading proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Title I Schoolwide	Principal, Goal Clarity Coach

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in Grades 2nd - 5th will plan and implement lesson plans to include the effective use of close reading strategies as evidenced by instructional walkthroughs and teacher lesson plans. Teachers will use the Journeys reading curriculum to strengthen students reading comprehension and writing skills and to build vocabulary.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop SMART goals for reading classes in their PLCs and develop individual goals with the students in their classrooms. Teachers will monitor and meet set goals for their classroom. Teachers will provide students with specific feedback on progress towards individual goals.	Academic Support Program	01/01/2017	01/01/2018	\$3000	Title I Schoolwide	Goal Clarity Coach, Teacher

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A series of family literacy nights will be held to develop parents knowledge of how teachers are embedding reading content into the various subject areas and how to expand parents knowledge of how to support their student at home in reading. Teachers will collaborate with community partners (including parents) to share resources and strategies in reading to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000	Title I Schoolwide	Teachers

Measurable Objective 2:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2016 as measured by K-PREP.

Strategy 1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: DuFours, Stiggins & Chappuis

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Academic Support Program, Direct Instruction	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use multiple sources of data at the end of each learning cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$500	Title I Schoolwide	Teachers, ILT
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A schoolwide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of schoolwide reading assessments that is aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Results will be analyzed on a regular basis to determine the progress and growth of all student.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Principal
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide a schedule for all students who need additional support in reading. Students will have additional practice in reading through the Study Island and Lexia Core 5 programs to mastery of reading standards. Teachers will monitor the weekly reports to determine whether student progress towards reading mastery.	Academic Support Program	01/01/2017	01/01/2018	\$0	No Funding Required	Teachers
Activity - Extended School Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide additional Reading instruction after school through Trunnell Elementary School's extended learning programs. Instruction will focus on ELA common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress through extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$16000	General Fund	ESS Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identification & Adoption Policy	Trunnell Elementary will (1) seek guidance and input from district curriculum specialist on textbooks and instructional materials that are best aligned Kentucky standards (2) invite sales reps to demonstrate resources and preview samples with faculty and staff (3) check the KDE adoption list of materials and use the appropriate KDE Review Instrument to compare and evaluate instructional resources.	Academic Support Program	01/01/2017	01/01/2018	\$15000	Prinicipal SBDM Committees
Total					\$15000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Teachers will provide additional Math instruction after school through the Trunnell Elementary School's extended learning programs. Instruction will focus on mathematics common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress in extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$5000	Teachers ESS Coordinator
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Feedback	Parents will be involved as stakeholders in giving feedback towards school improvement efforts through the Comprehensive School Survey, AdvanEd Stakeholder Feedback survey and SBDM Council.	Parent Involvement	01/01/2017	01/01/2018	\$0	Principal
Writing Plan	The ILT implement and monitor the school writing plan to ensure students' progress towards proficiency targets in Writing. Teachers will monitor pacing of their writing instruction in accordance with the district curriculum map.	Academic Support Program	01/01/2017	01/01/2018	\$0	ILT

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Goal Setting	Teachers will work in their PLCs along with the Goal Clarity Coach to develop SMART goals for mathematics. Teacher will also work with students to develop individual goals in math. Teachers will monitor their progress in meeting students' individual and classroom goals. Teachers will provide students with specific feedback on progress towards individual goals.	Other	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach
Program Review & Monitoring of Curriculum Programs	School & Stakeholder Support of Instruction The administration will involve all stakeholders in the school's efforts to monitor and review its instructional programs annually for the purpose of overall student achievement and improvement.	Academic Support Program, Professional Learning	01/01/2017	01/01/2018	\$0	Principal
Instruction	Teachers will instruct cross-curriculum in reading and writing to incorporate the science content. Teachers will use response journals for students to demonstrate their understanding of the NGSS standards in written form.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Assessment & Monitoring	Teachers will analyze district Social Studies Proficiency Assessments to track and monitor student progress towards proficiency in social studies and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	ILT
Technical Assistance	The instructional leadership team (ILT) will meet regularly with the ABRI committee to plan, monitor and adjust reform efforts to implement the CCSS and practices. The ILT will monitor the CSIP, 30/60/90 Plans, and student performance results on K-PREP, district formative assessments, CASCADE and dashboard reports to monitor academic, behavior and attendance data.	Other - Internal/External Support Systems	01/01/2017	01/01/2018	\$0	ILT
Live Scoring	Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Other	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach
Curriculum	Teachers in Grades K - 5th will plan and implement math lessons using the Go Math mathematics curriculum to strengthen students' understanding of math standards, problem-solving skills and build content vocabulary as evidenced by instructional walkthroughs and teacher lesson plans.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Flashbacks	Fourth and fifth grade teachers will give students weekly opportunities to practice writing mechanic and writing on demand strategies and intervene with students who have not mastered writing targets through flashbacks.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers

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Small Groups	Teachers will provide small group instruction to students who have not mastered social studies standards during the regular Social Studies block. Student work will be analyzed to identify trends and/or gaps in understanding of instructions in order form small groups and refine lessons.	Other	01/01/2017	01/01/2018	\$0	Teachers Daytime ESS Teachers
Teacher Trainings	Teacher will participate in the DREAM for ALL Project (Developing Resident Expertise to Achieve Mathematics) in partnership with the University of Louisville. The project is designed to increase teachers' knowledge of mathematics instruction. Participating teachers will acquire a math specialist certification and will provide training and support to develop the instructional staff's mathematical practices.	Academic Support Program	01/01/2017	01/01/2018	\$0	Principal Goal Clarity Coach
Instructional Resources	Fourth grade teachers will use KCCT Coach and flashback materials to provide students with instructional experiences towards mastery of science standards. Students will gain practice with K-Prep like items such as multiple choice and extended response questions.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Curriculum	All teachers in Grades K-5th will teach science using NGSS standards and provide hands-on science experiences with the science curriculum. NGSS science standards will be taught using the district science modules and notebooks and lessons will be differentiated to meet student needs. Teachers will plan science instruction together in grade level PLCs for each learning cycle and develop common assessments to determine student mastery of NGSS standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Technology	Teachers will provide students with opportunities to engage with technology to conduct research and explore educational websites in order to develop portfolio writing pieces.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Technology	Teachers will provide students with opportunities for additional practice with mastery of the science standards through Study Island. Teachers will provide small group instruction to all students including gap groups who have not met proficiency targets in science. The science lead will work with students after school through the Science Club to extend students' knowledge of NGSS science standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Common Assessments	A schoolwide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of schoolwide reading assessments that is aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Results will be analyzed on a regular basis to determine the progress and growth of all student.	Academic Support Program	01/01/2017	01/01/2018	\$0	Principal

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Assessment and Feedback	Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of mathematics standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year in September and January to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Monitoring	Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in reading and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	Principal, Goal Clarity Coach, Teachers
Assessment	Teachers will analyze district Science Proficiency Assessments to track and monitor student progress towards proficiency in science and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	ILT
Planning	All teachers in Grades K-5th will teach social studies standards and provide rigorous instruction with the social studies curriculum. Lessons will be differentiated to meet the needs of all learners. Teachers will plan the social studies instruction together in grade level PLCs for each learning cycle and develop common assessments to determine student mastery of the social studies standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Vertical Teams	Teachers will analyze writing samples during staff meetings in vertical teams to ensure curriculum alignment of the writing standards in grades K-5. Teachers will determine strengths and weaknesses in student writing samples. Professional development will be provided to target needs areas in writing instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	Principal
Live Scoring	Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Academic Support Program, Direct Instruction	01/01/2017	01/01/2018	\$0	Teachers
Instruction	Teachers will provide daily opportunities for students to gain additional practice with writing mechanics and writing prompts. Student work performance will be analyzed to refine instructional practices. Students will self-assess their own learning towards proficiency targets and strategies learned during writing instruction. Students will engage in peer conferencing and feedback on their writing pieces.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Small Groups	Teachers will provide small group instruction to students who have not mastered NGSS standards during the regular science block. Student work will be analyzed to identify trends and/or gaps in understanding of instructions in order form small groups and refine lessons.	Other	01/01/2017	01/01/2018	\$0	Teachers Daytime ESS Teachers

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Small Groups	Teachers will provide small group instruction in mathematics. Math instruction will focus on the learning target, problem-solving strategies and differentiation to ensure continuous progress toward math proficiency at each grade level. Teachers will use formative assessments to determine students' mastery of math standards. Teachers will work with students in small groups and adjust their instruction based on student needs. Students will be regrouped according to formative assessment results.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Stakeholder Feedback	Trunnell Elementary will engage parents and other stakeholders in academic school activities. Additionally, they will be provided an opportunity to provide feedback concerning their child's' educational experience at Trunnell through the SBDM Council, Comprehensive School Survey, Title 1 parent survey and other methods of reporting. The school will communicate with parents and other stakeholders regarding our students' academic progress through the TELL KY survey, extended learning reports, parent newsletter and school webpage.	Community Engagement	01/01/2017	01/01/2018	\$0	Principal ESS Coordinator
Interventions	Teachers will the Journey's "Write in Readers" books with students who struggle in writing development. Teachers will instruct students in small groups with writing to learn and writing to demonstrate learning activities. Graphic organizers will be taught to students and regularly used to support writing instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach
Technology	Teachers will provide a schedule for all students who need additional support in reading. Students will have additional practice in reading through the Study Island and Lexia Core 5 programs to mastery of reading standards. Teachers will monitor the weekly reports to determine whether student progress towards reading mastery.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Small Groups	Teachers will provide small group instruction through guided reading. Reading instruction will focus on the learning target, reading strategies and differentiation to ensure continuous progress toward reading proficiency. Teachers will use formative assessments to determine students' reading level in small group and adjust their instruction based on student needs. Teachers will regroup students according to assessment data results for attainment/mastery of the ELA standards.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Instruction	Teachers will instruct cross-curriculum in reading and writing to incorporate the social studies content. Teachers will use response journals for students to demonstrate their understanding of the social studies standards in written form.	Other	01/01/2017	01/01/2018	\$0	Teachers
Writing Across Curriculum	Teachers will provide daily opportunities for students to write across the content in learning logs and/or writer's notebooks to demonstrate learning and build on writing skills.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers

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Planning	Teachers will meet in vertical and horizontal teams to analyze student writing and determine next instructional steps in their instruction. Student work analysis will be used to evaluate the K-5 writing program and plan professional development trainings.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach
Monitoring	The SBDM Council and ILT will monitor and evaluate progress towards proficiency in all content areas of the Program Review. School administrators and stakeholders will monitor SBDM policies, professional development, academic and non-academic data to track school improvement efforts.	Other - Committees	01/01/2016	01/01/2017	\$0	ILT SBDM
Technology	Teachers will provide students with opportunities for additional practice with mastery of the social studies standards through Study Island. Teachers will provide small group instruction to all students including gap groups who have not met proficiency targets in social studies.	Other	01/01/2017	01/01/2018	\$0	Teachers
Exemplars	Teachers will display exemplar writing pieces in grades kindergarten through 5th on their bulletin boards after the writing unit has been taught to serve as models of proficient work.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Professional Development	Teachers will continue to receive professional development training on the NGSS standards. Teachers will work in PLCs and job embedded PD to deconstruct standards by grade level and plan for grade level instruction.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach
Observations	Certified administrators who are responsible for the evaluation of certified personnel and peer observers will receive ongoing district update training to conduct observations and pass the required assessments set by KDE. Administrators and peer observers will conduct mini and/or full observations during the upcoming school year for full implementation of the TPGES system.	Professional Learning	01/01/2017	01/01/2018	\$0	Principal Assistant Principal Peer Observers
Monitoring	Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in math and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers Goal Clarity Coach Principal
Evaluation	Program Review Committees will meet regularly to determine areas for improvement in World Language programs as outlined in the PR scoring rubric. The all areas determined as "needs improvement" or "no implementation" will be set as priority/focus areas for school instructional planning. Professional development will be provided to teachers on targeted areas of the program review. Evidence of improvement strategies and activities will be collected and documented throughout the school year.	Other - Committees	01/01/2017	01/01/2018	\$0	Teachers

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Curriculum	Teachers in Grades 2nd - 5th will plan and implement lesson plans to include the effective use of close reading strategies as evidenced by instructional walkthroughs and teacher lesson plans. Teachers will use the Journeys reading curriculum to strengthen students reading comprehension and writing skills and to build vocabulary.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Instructional Resources	Fifth grade teachers will use KCCT Coach and flashback materials to provide students with instructional experiences towards mastery of social studies standards. Students will gain practice with K-Prep like items such as multiple choice and extended response questions.	Academic Support Program	01/01/2017	01/01/2018	\$0	Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Proficiency Celebrations	A Proficiency Celebration will be planned after each district Math Proficiency Assessment (MPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous math proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Goal Clarity Coach Principal
Mentoring	The Counselor, FRC, Success Coach, RTI Coordinator and School Social Worker will work collaboratively to identify students and put into place supports for students with at-risk behavior and to address barriers to their learning. Additionally, they will plan transition activities to support students moving into kindergarten and middle school. This support team will meet regularly to monitor student progress toward individual and small group goals.	Behavioral Support Program	01/01/2017	01/01/2018	\$3000	FRC RTI Coordinator School Social Worker Success Coach Counselor
Goal Setting	Teachers will develop SMART goals for reading classes in their PLCs and develop individual goals with the students in their classrooms. Teachers will monitor and meet set goals for their classroom. Teachers will provide students with specific feedback on progress towards individual goals.	Academic Support Program	01/01/2017	01/01/2018	\$3000	Goal Clarity Coach, Teacher
Monitoring Instruction	Teachers will use multiple sources of data at the end of each learning cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$500	Teachers, ILT

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Intervention and Enrichment Block	Classroom and daytime ESS teachers will provide focus group instruction to all students in grades 3rd through 5th who have not obtained mastery of math standards. Mastery of math standards will be measured by the student results from the district Math Proficiency Assessments. Classroom teachers and interventionists will provide focus group math instruction to students in grades K-2 according attained mastery of the learning targets for each nine week cycle.	Academic Support Program	01/01/2017	01/01/2018	\$60000	Teachers Daytime ESS Teachers
Science Fair	K-5th Grade teachers will collaborate with the parents to plan and organize a student Science Fair during the Spring. Science presentations will focus on grade level learning targets. Teachers will use science projects to formatively assess students and provide them with opportunities to engage in higher ordered thinking through the presentation of their projects.	Parent Involvement	01/01/2017	01/01/2018	\$600	Teachers
Assessment & Feedback	Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of the reading standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year (in September and January) to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2018	01/01/2018	\$1000	Teachers
Parent Night	A series of family literacy nights will be held to develop parents knowledge of how teachers are embedding reading content into the various subject areas and how to expand parents knowledge of how to support their student at home in reading. Teachers will collaborate with community partners (including parents) to share resources and strategies in reading to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000	Teachers
Proficiency Celebration	A Proficiency Celebration will be planned after each district Reading Proficiency Assessment (RPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous reading proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Principal, Goal Clarity Coach
Projects	5th Grade teachers will collaborate with ESL and ECE teachers to plan and organize student Social Studies project. Social Studies projects will focus on 5th grade learning targets. Teachers will use these projects to formatively assess students and provide them with opportunities to engage in higher ordered thinking through their presentations.	Parent Involvement	01/01/2017	01/01/2018	\$300	Teachers
Parent Night	A family mathematics/science/technology night will be held to encourage family involvement and expand our partnership with the local school community. Parent Night activities will build our parents knowledge on the new math curriculum and how to expand on what their child is learning in school at home. Teachers will share resources and strategies in math to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000	Teachers Parents

Comprehensive School Improvement Plan

Trunnell Elementary

Common Assessments	A school-wide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of school-wide math assessments that are aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Assessment results will be analyzed on a regular basis to determine the progress and growth of all student. MAP data will provide additional information on student progress and growth towards mastery of math standards.	Academic Support Program	01/01/2017	01/01/2018	\$5000	Teachers
Monitoring Instruction	Teachers will use multiple sources of data at the end of each nine-week cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Teachers
Total					\$80400	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Training Sessions	Administrators will ensure that highly qualified staff are assigned to areas of certification. All certified staff will participate in training sessions on the Professional Growth and Effectiveness System by receiving professional development on the Teachscape Modules 1 - 4. Teachers will participate in ongoing school-based trainings in PLCs and assessment literacy through job embedded PD and team collaborations.	Career Preparation/Orientation	01/01/2017	01/01/2018	\$2000	Principal
Collaboration	ESL, ECE and classroom teachers will meet to plan and ensure proficiency targets are met for all students for each nine week cycle. The classroom, ECE and ESL teachers will work collaboratively to plan effective mathematics instruction and build mastery of key learning targets in each lesson taught to their students.	Academic Support Program	01/01/2017	01/01/2018	\$1500	Teachers
Professional Development	Teachers will work with the district Social Studies specialist to refine instructional practices and to ensure curriculum alignment in grades K-5th. Trunnell teachers will collaborate with other Areas 2 teachers in Social Studies professional development.	Academic Support Program	01/01/2017	01/01/2018	\$1000	Teachers Goal Clarity Coach
Technology	Teachers will provide a schedule for all students who need additional support in math. Students will have additional practice in math through the Study Island, Timez Attack and Sum Dog to gain more practice towards mastery of math standards. Teachers will monitor the weekly reports to determine whether students are making progress in each math strand.	Academic Support Program	01/01/2017	01/01/2018	\$5000	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Extended School Service	Teachers will provide additional Reading instruction after school through Trunnell Elementary School's extended learning programs. Instruction will focus on ELA common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress through extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$16000	ESS Coordinator
Total					\$25500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Trunnell Elementary

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Trunnell Elementary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Trunnell Elementary

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Trunnell Elementary

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teacher awareness and understanding of the TPGES system by 01/01/2017 as measured by surveys and other checks of understanding after professional development activities.

Strategy1:

Professional Development - Teachers will engage in ongoing professional development centered on the Teacher Professional Growth and Effectiveness System (TPGES). This includes continuing teacher development training on PLCs and assessment literacy.

Category: Teacher PGES

Research Cited: KDE Requirement

Activity - Program Review & Monitoring of Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School & Stakeholder Support of Instruction The administration will involve all stakeholders in the school's efforts to monitor and review its instructional programs annually for the purpose of overall student achievement and improvement.	Professional Learning Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

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

Goal 1:

66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.

Measurable Objective 1:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core standards in Mathematics by 06/01/2016 as measured by K-PREP.

Comprehensive School Improvement Plan

Trunnell Elementary

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level.

Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: Dufours

Stiggins

Chappuis

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of school-wide math assessments that are aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Assessment results will be analyzed on a regular basis to determine the progress and growth of all student. MAP data will provide additional information on student progress and growth towards mastery of math standards.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Title I Schoolwide	Teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Other	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in math. Students will have additional practice in math through the Study Island, Timez Attack and Sum Dog to gain more practice towards mastery of math standards. Teachers will monitor the weekly reports to determine whether students are making progress in each math strand.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - General Fund	Teachers

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each nine-week cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL, ECE and classroom teachers will meet to plan and ensure proficiency targets are met for all students for each nine week cycle. The classroom, ECE and ESL teachers will work collaboratively to plan effective mathematics instruction and build mastery of key learning targets in each lesson taught to their students.	Academic Support Program	01/01/2017	01/01/2018	\$1500 - General Fund	Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Math instruction after school through the Trunnell Elementary School's extended learning programs. Instruction will focus on mathematics common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress in extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Other	Teachers ESS Coordinator

Measurable Objective 2:

48% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in Mathematics by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFour

Stiggins

Chappuis

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in their PLCs along with the Goal Clarity Coach to develop SMART goals for mathematics. Teacher will also work with students to develop individual goals in math. Teachers will monitor their progress in meeting students' individual and classroom goals. Teachers will provide students with specific feedback on progress towards individual goals.	Other	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in math and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Principal

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades K - 5th will plan and implement math lessons using the Go Math mathematics curriculum to strengthen students' understanding of math standards, problem-solving skills and build content vocabulary as evidenced by instructional walkthroughs and teacher lesson plans.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Assessment and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of mathematics standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year in September and January to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction in mathematics. Math instruction will focus on the learning target, problem-solving strategies and differentiation to ensure continuous progress toward math proficiency at each grade level. Teachers will use formative assessments to determine students' mastery of math standards. Teachers will work with students in small groups and adjust their instruction based on student needs. Students will be regrouped according to formative assessment results.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Proficiency Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Proficiency Celebration will be planned after each district Math Proficiency Assessment (MPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous math proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Goal Clarity Coach Principal

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Intervention and Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and daytime ESS teachers will provide focus group instruction to all students in grades 3rd through 5th who have not obtained mastery of math standards. Mastery of math standards will be measured by the student results from the district Math Proficiency Assessments. Classroom teachers and interventionists will provide focus group math instruction to students in grades K-2 according attained mastery of the learning targets for each nine week cycle.	Academic Support Program	01/01/2017	01/01/2018	\$60000 - Title I Schoolwide	Teachers Daytime ESS Teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family mathematics/science/technology night will be held to encourage family involvement and expand our partnership with the local school community. Parent Night activities will build our parents knowledge on the new math curriculum and how to expand on what their child is learning in school at home. Teachers will share resources and strategies in math to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000 - Title I Schoolwide	Teachers Parents

Activity - Teacher Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will participate in the DREAM for ALL Project (Developing Resident Expertise to Achieve Mathematics) in partnership with the University of Louisville. The project is designed to increase teachers' knowledge of mathematics instruction. Participating teachers will acquire a math specialist certification and will provide training and support to develop the instructional staff's mathematical practices.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal Goal Clarity Coach

Goal 2:

67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019.

No more than 31 percent of all students will score novice in reading by May of 2017.

Measurable Objective 1:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours, Stiggins & Chappuis,

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in reading and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A series of family literacy nights will be held to develop parents knowledge of how teachers are embedding reading content into the various subject areas and how to expand parents knowledge of how to support their student at home in reading. Teachers will collaborate with community partners (including parents) to share resources and strategies in reading to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000 - Title I Schoolwide	Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop SMART goals for reading classes in their PLCs and develop individual goals with the students in their classrooms. Teachers will monitor and meet set goals for their classroom. Teachers will provide students with specific feedback on progress towards individual goals.	Academic Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	Goal Clarity Coach, Teacher

Activity - Assessment & Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of the reading standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year (in September and January) to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2018	01/01/2018	\$1000 - Title I Schoolwide	Teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 2nd - 5th will plan and implement lesson plans to include the effective use of close reading strategies as evidenced by instructional walkthroughs and teacher lesson plans. Teachers will use the Journeys reading curriculum to strengthen students reading comprehension and writing skills and to build vocabulary.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction through guided reading. Reading instruction will focus on the learning target, reading strategies and differentiation to ensure continuous progress toward reading proficiency. Teachers will use formative assessments to determine students' reading level in small group and adjust their instruction based on student needs. Teachers will regroup students according to assessment data results for attainment/mastery of the ELA standards.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Proficiency Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Proficiency Celebration will be planned after each district Reading Proficiency Assessment (RPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous reading proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Principal, Goal Clarity Coach

Measurable Objective 2:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2016 as measured by K-PREP.

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: DuFours, Stiggins & Chappuis

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each learning cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$500 - Title I Schoolwide	Teachers, ILT

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in reading. Students will have additional practice in reading through the Study Island and Lexia Core 5 programs to mastery of reading standards. Teachers will monitor the weekly reports to determine whether student progress towards reading mastery.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Direct Instruction Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A schoolwide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of schoolwide reading assessments that is aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Results will be analyzed on a regular basis to determine the progress and growth of all student.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Extended School Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Reading instruction after school through Trunnell Elementary School's extended learning programs. Instruction will focus on ELA common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress through extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$16000 - General Fund	ESS Coordinator

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

Goal 1:

Trunnell Elementary will improve its World Language Program to proficient by 2019.

Measurable Objective 1:

collaborate to demonstrate proficiency in Standard 1: Curriculum and Instruction, Standard 2: Formative and Summative Assessment, Standard 3: Professional Development and Standard 4: Administrative/Leadership Support & Monitoring by 01/01/2018 as measured by KDE.

Strategy1:

Plan & Monitor - Program Review Committees will meet regularly to evaluate and monitor implementation of improvement strategies and the school's instructional programs. Various stakeholders will monitor the schools progress in its instructional programs that are offered.

Comprehensive School Improvement Plan

Trunnell Elementary

Category: Continuous Improvement

Research Cited: KDE Requirement

Activity - Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet regularly to determine areas for improvement in World Language programs as outlined in the PR scoring rubric. The all areas determined as "needs improvement" or "no implementation" will be set as priority/focus areas for school instructional planning. Professional development will be provided to teachers on targeted areas of the program review. Evidence of improvement strategies and activities will be collected and documented throughout the school year.	Other - Committees	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Counselor, FRC, Success Coach, RTI Coordinator and School Social Worker will work collaboratively to identify students and put into place supports for students with at-risk behavior and to address barriers to their learning. Additionally, they will plan transition activities to support students moving into kindergarten and middle school. This support team will meet regularly to monitor student progress toward individual and small group goals.	Behavioral Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	FRC RTI Coordinator School Social Worker Success Coach Counselor

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be involved as stakeholders in giving feedback towards school improvement efforts through the Comprehensive School Survey, AdvanEd Stakeholder Feedback survey and SBDM Council.	Parent Involvement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council and ILT will monitor and evaluate progress towards proficiency in all content areas of the Program Review. School administrators and stakeholders will monitor SBDM policies, professional development, academic and non-academic data to track school improvement efforts.	Other - Committees	01/01/2016	01/01/2017	\$0 - No Funding Required	ILT SBDM

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trunnell Elementary will engage parents and other stakeholders in academic school activities. Additionally, they will be provided an opportunity to provide feedback concerning their child's' educational experience at Trunnell through the SBDM Council, Comprehensive School Survey, Title 1 parent survey and other methods of reporting. The school will communicate with parents and other stakeholders regarding our students' academic progress through the TELL KY survey, extended learning reports, parent newsletter and school webpage.	Community Engagement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal ESS Coordinator

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

Goal 1:

Trunnell Elementary will improve its World Language Program to proficient by 2019.

Measurable Objective 1:

collaborate to demonstrate proficiency in Standard 1: Curriculum and Instruction, Standard 2: Formative and Summative Assessment, Standard 3: Professional Development and Standard 4: Administrative/Leadership Support & Monitoring by 01/01/2018 as measured by KDE.

Strategy1:

Plan & Monitor - Program Review Committees will meet regularly to evaluate and monitor implementation of improvement strategies and the school's instructional programs. Various stakeholders will monitor the schools progress in its instructional programs that are offered.

Category: Continuous Improvement

Research Cited: KDE Requirement

Activity - Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trunnell Elementary will engage parents and other stakeholders in academic school activities. Additionally, they will be provided an opportunity to provide feedback concerning their child's' educational experience at Trunnell through the SBDM Council, Comprehensive School Survey, Title 1 parent survey and other methods of reporting. The school will communicate with parents and other stakeholders regarding our students' academic progress through the TELL KY survey, extended learning reports, parent newsletter and school webpage.	Community Engagement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal ESS Coordinator

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Counselor, FRC, Success Coach, RTI Coordinator and School Social Worker will work collaboratively to identify students and put into place supports for students with at-risk behavior and to address barriers to their learning. Additionally, they will plan transition activities to support students moving into kindergarten and middle school. This support team will meet regularly to monitor student progress toward individual and small group goals.	Behavioral Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	FRC RTI Coordinator School Social Worker Success Coach Counselor

Activity - Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet regularly to determine areas for improvement in World Language programs as outlined in the PR scoring rubric. The all areas determined as "needs improvement" or "no implementation" will be set as priority/focus areas for school instructional planning. Professional development will be provided to teachers on targeted areas of the program review. Evidence of improvement strategies and activities will be collected and documented throughout the school year.	Other - Committees	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be involved as stakeholders in giving feedback towards school improvement efforts through the Comprehensive School Survey, AdvanEd Stakeholder Feedback survey and SBDM Council.	Parent Involvement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council and ILT will monitor and evaluate progress towards proficiency in all content areas of the Program Review. School administrators and stakeholders will monitor SBDM policies, professional development, academic and non-academic data to track school improvement efforts.	Other - Committees	01/01/2016	01/01/2017	\$0 - No Funding Required	ILT SBDM

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

Goal 1:

66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.

Comprehensive School Improvement Plan

Trunnell Elementary

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in Mathematics by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFour

Stiggins

Chappuis

Activity - Teacher Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will participate in the DREAM for ALL Project (Developing Resident Expertise to Achieve Mathematics) in partnership with the University of Louisville. The project is designed to increase teachers' knowledge of mathematics instruction. Participating teachers will acquire a math specialist certification and will provide training and support to develop the instructional staff's mathematical practices.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal Goal Clarity Coach

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in math and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach Principal

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A family mathematics/science/technology night will be held to encourage family involvement and expand our partnership with the local school community. Parent Night activities will build our parents knowledge on the new math curriculum and how to expand on what their child is learning in school at home. Teachers will share resources and strategies in math to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000 - Title I Schoolwide	Teachers Parents

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Proficiency Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Proficiency Celebration will be planned after each district Math Proficiency Assessment (MPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous math proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Goal Clarity Coach Principal

Activity - Assessment and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of mathematics standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year in September and January to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Intervention and Enrichment Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and daytime ESS teachers will provide focus group instruction to all students in grades 3rd through 5th who have not obtained mastery of math standards. Mastery of math standards will be measured by the student results from the district Math Proficiency Assessments. Classroom teachers and interventionists will provide focus group math instruction to students in grades K-2 according attained mastery of the learning targets for each nine week cycle.	Academic Support Program	01/01/2017	01/01/2018	\$60000 - Title I Schoolwide	Teachers Daytime ESS Teachers

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction in mathematics. Math instruction will focus on the learning target, problem-solving strategies and differentiation to ensure continuous progress toward math proficiency at each grade level. Teachers will use formative assessments to determine students' mastery of math standards. Teachers will work with students in small groups and adjust their instruction based on student needs. Students will be regrouped according to formative assessment results.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in their PLCs along with the Goal Clarity Coach to develop SMART goals for mathematics. Teacher will also work with students to develop individual goals in math. Teachers will monitor their progress in meeting students' individual and classroom goals. Teachers will provide students with specific feedback on progress towards individual goals.	Other	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades K - 5th will plan and implement math lessons using the Go Math mathematics curriculum to strengthen students' understanding of math standards, problem-solving skills and build content vocabulary as evidenced by instructional walkthroughs and teacher lesson plans.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Measurable Objective 2:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core standards in Mathematics by 06/01/2016 as measured by K-PREP.

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level.

Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: Dufours

Stiggins

Chappuis

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of school-wide math assessments that are aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Assessment results will be analyzed on a regular basis to determine the progress and growth of all student. MAP data will provide additional information on student progress and growth towards mastery of math standards.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Title I Schoolwide	Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in math. Students will have additional practice in math through the Study Island, Timez Attack and Sum Dog to gain more practice towards mastery of math standards. Teachers will monitor the weekly reports to determine whether students are making progress in each math strand.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - General Fund	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Math instruction after school through the Trunnell Elementary School's extended learning programs. Instruction will focus on mathematics common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress in extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Other	Teachers ESS Coordinator

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Other	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each nine-week cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Teachers

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL, ECE and classroom teachers will meet to plan and ensure proficiency targets are met for all students for each nine week cycle. The classroom, ECE and ESL teachers will work collaboratively to plan effective mathematics instruction and build mastery of key learning targets in each lesson taught to their students.	Academic Support Program	01/01/2017	01/01/2018	\$1500 - General Fund	Teachers

Goal 2:

67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019.
No more than 31 percent of all students will score novice in reading by May of 2017.

Measurable Objective 1:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2016 as measured by K-PREP.

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Comprehensive School Improvement Plan

Trunnell Elementary

Category: Learning Systems

Research Cited: DuFours, Stiggins & Chappuis

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in reading. Students will have additional practice in reading through the Study Island and Lexia Core 5 programs to mastery of reading standards. Teachers will monitor the weekly reports to determine whether student progress towards reading mastery.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A schoolwide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of schoolwide reading assessments that is aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Results will be analyzed on a regular basis to determine the progress and growth of all student.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Academic Support Program Direct Instruction	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Extended School Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Reading instruction after school through Trunnell Elementary School's extended learning programs. Instruction will focus on ELA common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress through extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$16000 - General Fund	ESS Coordinator

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each learning cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$500 - Title I Schoolwide	Teachers, ILT

Comprehensive School Improvement Plan

Trunnell Elementary

Measurable Objective 2:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2017 as measured by K-PREP.

Strategy1:

Team Planning - PLCs will meet in vertical and horizontal teams to plan each 9 week cycle in all content areas taught. PLCs work collaboratively to ensure curriculum alignment, pacing and mastery of the standards.

Category: Professional Learning & Support

Research Cited: DuFours, Stiggins & Chappuis,

Activity - Proficiency Celebration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Proficiency Celebration will be planned after each district Reading Proficiency Assessment (RPA) has been administered to recognize students who have scored "proficient" or "distinguished", obtained 70% or greater of the multiple choice items correct, or have demonstrated an overall improvement since the previous reading proficiency assessment.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Principal, Goal Clarity Coach

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A series of family literacy nights will be held to develop parents knowledge of how teachers are embedding reading content into the various subject areas and how to expand parents knowledge of how to support their student at home in reading. Teachers will collaborate with community partners (including parents) to share resources and strategies in reading to address each grade level standards.	Academic Support Program	01/01/2017	01/01/2018	\$2000 - Title I Schoolwide	Teachers

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop SMART goals for reading classes in their PLCs and develop individual goals with the students in their classrooms. Teachers will monitor and meet set goals for their classroom. Teachers will provide students with specific feedback on progress towards individual goals.	Academic Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	Goal Clarity Coach, Teacher

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student district assessment results during weekly job embedded professional development to monitor student progress towards proficiency in reading and adjust their instruction accordingly. Teachers will implement 30-60-90 Plans developed by the ILT to identify and monitor name-and-claim lists and novice priority lists.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal, Goal Clarity Coach, Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide small group instruction through guided reading. Reading instruction will focus on the learning target, reading strategies and differentiation to ensure continuous progress toward reading proficiency. Teachers will use formative assessments to determine students' reading level in small group and adjust their instruction based on student needs. Teachers will regroup students according to assessment data results for attainment/mastery of the ELA standards.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Assessment & Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use a variety of formative and summative assessments to regularly assess their students' understanding of the reading standards. Assessment data will be analyzed for the purpose of reteaching to mastery. The MAP test will be used twice a year (in September and January) to determine enrichment and intervention activities and assess student growth.	Academic Support Program	01/01/2018	01/01/2018	\$1000 - Title I Schoolwide	Teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 2nd - 5th will plan and implement lesson plans to include the effective use of close reading strategies as evidenced by instructional walkthroughs and teacher lesson plans. Teachers will use the Journeys reading curriculum to strengthen students reading comprehension and writing skills and to build vocabulary.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

66% of all students and 63% of all gap students at Trunnell Elementary will be Proficient or Distinguished in Mathematics by 2019. No more than 22.5 percent of all students will score novice in math by May of 2017.

Measurable Objective 1:

48% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core standards in Mathematics by 06/01/2016 as measured by K-PREP.

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level.
SY 2016-2017

Comprehensive School Improvement Plan

Trunnell Elementary

Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: Dufours

Stiggins

Chappuis

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Other	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers Goal Clarity Coach

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each nine-week cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$1000 - Title I Schoolwide	Teachers

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in math. Students will have additional practice in math through the Study Island, Timez Attack and Sum Dog to gain more practice towards mastery of math standards. Teachers will monitor the weekly reports to determine whether students are making progress in each math strand.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - General Fund	Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school-wide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of school-wide math assessments that are aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Assessment results will be analyzed on a regular basis to determine the progress and growth of all student. MAP data will provide additional information on student progress and growth towards mastery of math standards.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Title I Schoolwide	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL, ECE and classroom teachers will meet to plan and ensure proficiency targets are met for all students for each nine week cycle. The classroom, ECE and ESL teachers will work collaboratively to plan effective mathematics instruction and build mastery of key learning targets in each lesson taught to their students.	Academic Support Program	01/01/2017	01/01/2018	\$1500 - General Fund	Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Math instruction after school through the Trunnell Elementary School's extended learning programs. Instruction will focus on mathematics common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress in extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$5000 - Other	Teachers ESS Coordinator

Goal 2:

67% of all students and 64% of all gap students at Trunnell Elementary will be Proficient or Distinguished in English/Language Arts by 2019.
No more than 31 percent of all students will score novice in reading by May of 2017.

Measurable Objective 1:

50% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in the common core state standards in English Language Arts by 06/01/2016 as measured by K-PREP.

Strategy1:

Differentiation - Varied and specific instruction will be provided to engage students and address common core standards for each grade level. Lesson activities will include content specific learning targets and modified to meet all (below, on and above level) learner needs.

Category: Learning Systems

Research Cited: DuFours, Stiggins & Chappuis

Activity - Live Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in Grades 3rd through 5th will participate in live scoring sessions after KPREP-like assessments have been administered in order to provide all students including gap groups with an opportunity to self-assess and improve their work.	Direct Instruction Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a schedule for all students who need additional support in reading. Students will have additional practice in reading through the Study Island and Lexia Core 5 programs to mastery of reading standards. Teachers will monitor the weekly reports to determine whether student progress towards reading mastery.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A schoolwide assessment plan will be developed to include a framework for teaching multiple choice and extended response strategies. The assessment plan will include a schedule of schoolwide reading assessments that is aligned to the district curriculum map. This plan will be shared with teachers and will be monitored for implementation. Results will be analyzed on a regular basis to determine the progress and growth of all student.	Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Monitoring Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use multiple sources of data at the end of each learning cycle to determine effectiveness of professional learning activities, PDs and instruction. Teachers will make instructional adjustments and plan next steps for all groups of students including identified gap groups.	Academic Support Program	01/01/2017	01/01/2018	\$500 - Title I Schoolwide	Teachers, ILT

Activity - Extended School Service	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide additional Reading instruction after school through Trunnell Elementary School's extended learning programs. Instruction will focus on ELA common core standards for identified students at determined grade levels. Progress reports will be mailed home to parents/guardians to inform them of their child's progress through extended learning.	Academic Support Program	01/01/2017	01/01/2018	\$16000 - General Fund	ESS Coordinator

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

Goal 1:

Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.

Measurable Objective 1:

Comprehensive School Improvement Plan

Trunnell Elementary

collaborate to increase teacher awareness and understanding of the TPGES system by 01/01/2017 as measured by surveys and other checks of understanding after professional development activities.

Strategy1:

Professional Development - Teachers will engage in ongoing professional development centered on the Teacher Professional Growth and Effectiveness System (TPGES). This includes continuing teacher development training on PLCs and assessment literacy.

Category: Teacher PGES

Research Cited: KDE Requirement

Activity - Program Review & Monitoring of Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School & Stakeholder Support of Instruction The administration will involve all stakeholders in the school's efforts to monitor and review its instructional programs annually for the purpose of overall student achievement and improvement.	Academic Support Program Professional Learning	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified administrators who are responsible for the evaluation of certified personnel and peer observers will receive ongoing district update training to conduct observations and pass the required assessments set by KDE. Administrators and peer observers will conduct mini and/or full observations during the upcoming school year for full implementation of the TPGES system.	Professional Learning	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal Assistant Principal Peer Observers

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leadership team (ILT) will meet regularly with the ABRI committee to plan, monitor and adjust reform efforts to implement the CCSS and practices. The ILT will monitor the CSIP, 30/60/90 Plans, and student performance results on K-PREP, district formative assessments, CASCADE and dashboard reports to monitor academic, behavior and attendance data.	Other - Internal/External Support Systems	01/01/2017	01/01/2018	\$0 - No Funding Required	ILT

Activity - Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will ensure that highly qualified staff are assigned to areas of certification. All certified staff will participate in training sessions on the Professional Growth and Effectiveness System by receiving professional development on the Teachescape Modules 1 - 4. Teachers will participate in ongoing school-based trainings in PLCs and assessment literacy through job embedded PD and team collaborations.	Career Preparation/ Orientation	01/01/2017	01/01/2018	\$2000 - General Fund	Principal

Comprehensive School Improvement Plan

Trunnell Elementary

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

Goal 1:

Trunnell Elementary will continue to fully implement the Professional Growth and Effectiveness System (PGES). The performance data from the previous school year will be used to develop teacher PGG and student growth goals for the 2017-18 school year.

Measurable Objective 1:

collaborate to increase teacher awareness and understanding of the TPGES system by 01/01/2017 as measured by surveys and other checks of understanding after professional development activities.

Strategy1:

Professional Development - Teachers will engage in ongoing professional development centered on the Teacher Professional Growth and Effectiveness System (TPGES). This includes continuing teacher development training on PLCs and assessment literacy.

Category: Teacher PGES

Research Cited: KDE Requirement

Activity - Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will ensure that highly qualified staff are assigned to areas of certification. All certified staff will participate in training sessions on the Professional Growth and Effectiveness System by receiving professional development on the Teachscape Modules 1 - 4. Teachers will participate in ongoing school-based trainings in PLCs and assessment literacy through job embedded PD and team collaborations.	Career Preparation/ Orientation	01/01/2017	01/01/2018	\$2000 - General Fund	Principal

Activity - Technical Assistance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The instructional leadership team (ILT) will meet regularly with the ABRI committee to plan, monitor and adjust reform efforts to implement the CCSS and practices. The ILT will monitor the CSIP, 30/60/90 Plans, and student performance results on K-PREP, district formative assessments, CASCADE and dashboard reports to monitor academic, behavior and attendance data.	Other - Internal/External Support Systems	01/01/2017	01/01/2018	\$0 - No Funding Required	ILT

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified administrators who are responsible for the evaluation of certified personnel and peer observers will receive ongoing district update training to conduct observations and pass the required assessments set by KDE. Administrators and peer observers will conduct mini and/or full observations during the upcoming school year for full implementation of the TPGES system.	Professional Learning	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal Assistant Principal Peer Observers

Activity - Program Review & Monitoring of Curriculum Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School & Stakeholder Support of Instruction The administration will involve all stakeholders in the school's efforts to monitor and review its instructional programs annually for the purpose of overall student achievement and improvement.	Professional Learning Academic Support Program	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

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

Goal 1:

Trunnell Elementary will improve its World Language Program to proficient by 2019.

Measurable Objective 1:

collaborate to demonstrate proficiency in Standard 1: Curriculum and Instruction, Standard 2: Formative and Summative Assessment, Standard 3: Professional Development and Standard 4: Administrative/Leadership Support & Monitoring by 01/01/2018 as measured by KDE.

Strategy1:

Plan & Monitor - Program Review Committees will meet regularly to evaluate and monitor implementation of improvement strategies and the school's instructional programs. Various stakeholders will monitor the schools progress in its instructional programs that are offered.

Category: Continuous Improvement

Research Cited: KDE Requirement

Comprehensive School Improvement Plan

Trunnell Elementary

Activity - Stakeholder Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Trunnell Elementary will engage parents and other stakeholders in academic school activities. Additionally, they will be provided an opportunity to provide feedback concerning their child's' educational experience at Trunnell through the SBDM Council, Comprehensive School Survey, Title 1 parent survey and other methods of reporting. The school will communicate with parents and other stakeholders regarding our students' academic progress through the TELL KY survey, extended learning reports, parent newsletter and school webpage.	Community Engagement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal ESS Coordinator

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Counselor, FRC, Success Coach, RTI Coordinator and School Social Worker will work collaboratively to identify students and put into place supports for students with at-risk behavior and to address barriers to their learning. Additionally, they will plan transition activities to support students moving into kindergarten and middle school. This support team will meet regularly to monitor student progress toward individual and small group goals.	Behavioral Support Program	01/01/2017	01/01/2018	\$3000 - Title I Schoolwide	FRC RTI Coordinator School Social Worker Success Coach Counselor

Activity - Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet regularly to determine areas for improvement in World Language programs as outlined in the PR scoring rubric. The all areas determined as "needs improvement" or "no implementation" will be set as priority/focus areas for school instructional planning. Professional development will be provided to teachers on targeted areas of the program review. Evidence of improvement strategies and activities will be collected and documented throughout the school year.	Other - Committees	01/01/2017	01/01/2018	\$0 - No Funding Required	Teachers

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be involved as stakeholders in giving feedback towards school improvement efforts through the Comprehensive School Survey, AdvanEd Stakeholder Feedback survey and SBDM Council.	Parent Involvement	01/01/2017	01/01/2018	\$0 - No Funding Required	Principal

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM Council and ILT will monitor and evaluate progress towards proficiency in all content areas of the Program Review. School administrators and stakeholders will monitor SBDM policies, professional development, academic and non-academic data to track school improvement efforts.	Other - Committees	01/01/2016	01/01/2017	\$0 - No Funding Required	ILT SBDM

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?

Trunnell Elementary School has an enrollment of 549 students in grades PreK through 5th. The school community has a diverse population which includes our ESL (English as a Second Language) Program. Specifically, our demographic information for students is 50% White, 31% African-American, 19% Hispanic/Asian/Other. Trunnell Elementary is a Title I school with about 86% of its student population participating in the Free/Reduced Lunch program. Trunnell Elementary serves a unique community in southwest Jefferson County. Trunnell Elementary is located in a working-class business community that is less than one mile from Dixie Highway. Most local businesses in the area have maintained stability and local housing development has grown in specific areas around the community within the past few years.

School's Purpose

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

The mission statement of the Trunnell Elementary learning community reflects high expectations for all students. The staff and parents work collaboratively throughout the school year to implement and reflect the mission statement. The mission statement is shared and reviewed by the SBDM Council throughout the year as activities are implemented to realize and achieve the mission. The school vision for Trunnell Elementary is "The Trunnell learning community strives for excellence every day. We create confident and responsible lifelong learners for the twenty-first century by promoting critical thinkers and problem-solvers in a nurturing and loving environment." The mission statement "Expect Excellence: Reach, Teach, Succeed" is incorporated in communications as well as reflected in all aspects of the school community.

The school incorporates the district's vision and mission, JCPS Vision 20/20, with a focus on college and career readiness (graduating all students prepared) and to provide daily instruction that inspires all students to learn. These principles are demonstrated on an on-going basis through the ILT, professional learning communities, school-based professional development, administrative walkthroughs, and teacher evaluation practices.

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.

Trunnell Elementary provide instructional programs that addresses the variety of learners served. These include enrichment, interventions, ESL (English as Second Language), ECE (Exceptional Child Education), ESS (Extended School Services through the Title I Program), extended learning, Spanish and a host of after school extra-curricular activities. The school continues to address the challenge of increasing the percentage of students who demonstrate proficiency in all content areas annually. Trunnell Elementary will continue to strive to raise our overall proficiency to 75% and above for all student in all subgroups.

Additional Information

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

Trunnell Elementary is engaged with the local business community in southwest Louisville. We have lucrative partnerships through the Southwest YMCA through the Child Enrichment Program (CEP), Doss High School, LG&E and local faith-based communities. Additionally, we have three Early Childhood Programs (Pre-Kindergarten) that services three and four year old students.