



Comprehensive School Improvement Plan

James A. Caywood Elementary School
Kenton County School District

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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 2014. 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.

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?

Caywood Elementary is located in Edgewood, Ky and is on the same campus as Turkeyfoot Middle School and the Kenton County Academies of Innovation and Technology. Caywood services students in preschool - 5th grade and the current enrollment is approximately 750 students in these grades. Caywood has a large population of ELL students (11.6 % of the students are ELL) and is proud of the services that they provide for these students. Caywood is a Schoolwide Title One school with 56% of students on free and reduced lunch. The new Caywood school building opened it's doors in the Fall of 2005 and is well known throughout the state for being an energy efficient school.

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.

Caywood Elementary's mission statement reads, "to help all children achieve in a nurturing, safe, challenging environment, where families, staff, and community work together to ensure mutual respect and success." The school offers a wide variety of extracurricular activities for students and is fortunate to have received a YMCA 21st century grant which allows Caywood to offer many different enrichment and intervention programs afterschool 4 days per week and provide transportation. Some of the programs offered are karate, homework help, running club, art enrichment, music enrichment, archery and a variety of technology programs, plus many others.

Caywood provides an RTI block for every grade level. Intervention programs are utilized at this time to help struggling students in the areas of Reading and Math. Research based programs such as Read 180, System 44, SRA- Decoding strategies, Edmark, Reading Intervention, and Read to Achieve, are utilized in the area of Reading.

In Math, Caywood has just begun Scholastic's "Do the Math" program in grades 2-5. Small groups of students are selected using MAP data and instructed 5 days per week using this program. In addition, programs such as Xtra Math and FASTT Math are utilized in combination with Number Talks to increase Math Fluency and Reasoning.

In the area of positive behavioral support systems, Caywood has the following: a school wide behavior system, school bus incentive program, school wide expectations posted in all common areas and classrooms. The common theme of all of these incentives is high expectations for all students and staff.

Caywood also has a leadership club comprised of 4th and 5th grade students who work together to brainstorm ideas to address student engagement. Their project for the 2012-13 school year is to plan and carry out a talent show for the students.

Other extracurricular activities offered to our students are academic team, art club, STLP/News team, basketball, bowling, and volleyball.

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.

Caywood has several National Board Certified teachers. We are a ENERGY Star school and well known across the state for our energy effecient programs. Every classroom is equipped with a Smartborad to increase interactive learning and engagement. Caywood also has three mobile IPAD carts (75 IPADS) that are used across the school for enrichment and intervention activities.

Over the next several years, Caywood's focus will be to improve student achievement in all academic areas by putting more emphasis on data in order to individualize instruction for students. This will be achieved through the following:

- * PLC meetings will be held weekly with teachers to provide professional development with the common core standards and share instructional strategies.
 - * RTI Data Team will meet weekly to discuss assessment data and make changes to individual student instruction as needed.
 - * Frequent learning walks will occur by the administration to provide meaningful feedback to teachers on improving instruction.
- *All faculty meeting will be focused on instruction and assessment.

Additional Information

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

Caywood has a very active PTA who supports the mission of the school and works collaboratively with the school, the family resource center, and YMCA to offer a wide variety of programs, activities and incentives. Caywood has a school wide positive behavior intervention program that encourages students to be responsible and respectful. Caywood holds all of it's stakeholders to very high expectations.

KDE 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?

We use the data to look at our areas of strength and weakness and then as an administrative team we ask the following questions:

1. What can we do to address our weaknesses?
2. What strategies or programs are we using that make other areas strengths?
3. What research based programs or instructional strategies can we use to address our areas of weakness?
4. What is our GAP group and what can we do differently with this group of students to improve their scores?
5. What individual students need additional intertventions or enrichments based upon their test results in each specific subject?

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?

Areas of Strength:

1. 30.2 % of students with disabilities scored Proficient or Distinguished on the Reading portion of the 2011-12 KPREP which was the 3rd highest for elementary schools in our district.
2. 72.7% of the students tested on the 2011-12 K-PREP made typical or higher annual growth in Math.
3. 32.1% of students with disabilities scored Proficient or Distinguished on the Math portion of the 2011-12 K-PREP which was the highest in the district for the elementary schools and well above the state average.
4. Caywood showed 67.7% overall growth on the 2011-12 K-Prep test.

Some of the actions that we are implementing are:

1. Teachers meet weekly in PLC's to work on implementing Common Core Standards with fidelity and PLC's are planned to address areas that data shows teachers need more training.
2. The intentional use of the research based programs Read 180 and System 44 have helped with improving reading in the special education population.
4. RTI meetings are held bi-weekly and are completely focused on individual student data and progress.
3. The SAT (Student Assistance Team) process has been fully implemented and students in that SAT process are monitored closely at RTI meetings.

Opportunities for Improvement

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

Our areas of weakness include:

1. 72.7% of the LEP students scored novice in 3rd grade on the 2011-12 Reading portion of the K-PREP test.
2. 81.8 % of LEP students scored novice or apprentice in 3rd grade on the 2011-12 Math portion of the K-PREP test.

The things we are doing to improve these areas of weakness are:

1. Holding bi-weekly RTI meetings where the focus is on individual students and looking at data to see if current interventions are working.
2. Using Title money to hire additional assistants to work with ELL students identified on the MAP test as performing below the 30th percentile in Reading.
3. In grade levels 2nd-5th, Caywood has implemented the research based program, "Do the Math," for students scoring below the 40th percentile on MAP. Currently 132 students are being serviced with this program.
4. SBDM recently approved a sight word policy to be used across all grade levels to help students learn the most common sight words.

Conclusion

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

We will continue to monitor data bi-weekly to make sure students are showing growth in their interventions and if they are not showing growth, we will investigate and try a different intervention. We will also continue to have school wide RTI blocks so teachers can have the services of many adults to help individual students with areas of concern. Research based programs in both Reading and Math will continue to be used and teachers will continue to get feedback on their implementation of these programs through feedback given on walks by administration, district consultants, and program consultants such as Scholastic. The research programs that will be used in reading will include but not be limited to Reading Intervention, RTA - (Soar to Success), Read 180, System 44, Quick Reads, Compass Learning (Reading), Decoding Strategies, and Edmark. For Math we are using the research based programs Compass Learning (Math) and "Do the Math."

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Tell Survey - Teacher Leadership	Objectives: 1 Strategies: 3 Activities: 3	Organizational	Demonstrate a proficiency of effectively giving teachers an appropriate level of influence on decision making from 45.2% in 2011 to 65% by 05/29/2013 as measured by Tell Survey.	\$500

Goal 1: Tell Survey - Teacher Leadership

Measurable Objective 1:

Demonstrate a proficiency of effectively giving teachers an appropriate level of influence on decision making from 45.2% in 2011 to 65% by 05/29/2013 as measured by Tell Survey.

Strategy 1:

Faculty meetings - Teachers will attend monthly faculty meetings with instructional practices as the focus.

Activity - Teachers leading teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will demonstrate effective instructional practices to their peers during faculty meetings.	Professional Learning	12/12/2012	05/15/2013	\$0	No Funding Required	Administration and teachers

Strategy 2:

PLC's - Administrators will hold weekly grade level PLC's.

Activity - Instructionally focused PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's that are focused on providing best practices for teaching, assessing data, and looking at individual student progress to determine instructional needs.	Professional Learning	09/11/2012	05/14/2013	\$0	No Funding Required	Administration and all certified staff

Strategy 3:

Professional development opportunities - Based on the instructional needs of all staff professional development sessions will be offered.

Activity - Individualized professional development opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on the individual instructional needs of all staff, professional development opportunities will be scheduled and offered for those staff with need for that learning.	Professional Learning	09/20/2012	05/16/2013	\$500	Other	Administration, district support staff, and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructionally focused PLC's	PLC's that are focused on providing best practices for teaching, assessing data, and looking at individual student progress to determine instructional needs.	Professional Learning	09/11/2012	05/14/2013	\$0	Administration and all certified staff
Teachers leading teachers	Teachers will demonstrate effective instructional practices to their peers during faculty meetings.	Professional Learning	12/12/2012	05/15/2013	\$0	Administration and teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Individualized professional development opportunities	Based on the individual instructional needs of all staff, professional development opportunities will be scheduled and offered for those staff with need for that learning.	Professional Learning	09/20/2012	05/16/2013	\$500	Administration, district support staff, and teachers
Total					\$500	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Program review- Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase our school's arts and humanities average overall score from 1.95 in 2012 to 2.40 average overall score by 06/30/2013 as measured by the program review state report..	\$500

Goal 1: Program review- Arts and Humanities

Measurable Objective 1:

Collaborate to increase our school's arts and humanities average overall score from 1.95 in 2012 to 2.40 average overall score by 06/30/2013 as measured by the program review state report..

Strategy 1:

Collaboration with special area teachers - Administrator and special area teachers will meet bi-weekly to discuss instructional strategies being used to address arts and humanites curriculum and to provide/share documentation of implementation.

Activity - Every other week Special Area Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrator and all special area teachers will meet every other week to discuss instructional strategies that will cover arts and humanities curriculum and also provide documentation of implementation of these practices.	Academic Support Program	10/03/2012	05/15/2013	\$500	General Fund	Administration and special area staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Every other week Special Area Meetings	Administrator and all special area teachers will meet every other week to discuss instructional strategies that will cover arts and humanities curriculum and also provide documentation of implementation of these practices.	Academic Support Program	10/03/2012	05/15/2013	\$500	Administration and special area staff
Total					\$500	

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

All children were screened for Kindergarten Readiness using the Brigance.

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

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	Measurable Objective	Total Funding
1	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	Collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 31% in 2012 to 41% by 10/01/2013 as measured by Brigance Assessment.	\$500

Goal 1: Kindergarten Readiness

Measurable Objective 1:

Collaborate to increase the percentage of children ready (ready with enrichments and ready) for kindergarten from 31% in 2012 to 41% by 10/01/2013 as measured by Brigance Assessment.

Strategy 1:

Kindergarten Jumpstart - To increase parents and child awareness of the overall kindergarten program.

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school.	Academic Support Program	08/02/2013	08/02/2013	\$500	School Council Funds	Kindergarten teachers and assistants, Administration, FRC

Strategy 2:

Preschool Support - Learning walks in preschool classrooms will be conducted on a regular basis and preschool teachers will meet with administration monthly to review lesson plans.

Activity - Preschool PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will meet with preschool teachers regularly to review lesson plans and work on implementation of learner targets.	Academic Support Program	10/11/2012	05/24/2013	\$0	No Funding Required	Administration and preschool staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool PLC's	Administration will meet with preschool teachers regularly to review lesson plans and work on implementation of learner targets.	Academic Support Program	10/11/2012	05/24/2013	\$0	Administration and preschool staff
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	We will provide a one day (prior to school) 3 hour program for all incoming kindergartners to learn the routines of a school day prior to the first day of school.	Academic Support Program	08/02/2013	08/02/2013	\$500	Kindergarten teachers and assistants, Administration, FRC
Total					\$500	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Proficiency/Achievement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase the average combined reading and math KPREP Proficiency scores from 42.6% in 2012 to 48.3% by 10/01/2013 as measured by school report card delivery targets.	\$0

Goal 1: Proficiency/Achievement

Measurable Objective 1:

Collaborate to increase the average combined reading and math KPREP Proficiency scores from 42.6% in 2012 to 48.3% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

Instructional Strategies - Teacher training, direct instruction and monitoring of student progress

Activity - Direct Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use best practices when delivering instruction in reading and math. Some of the best practices that will be used are small group instruction, use of technology, Number Talks, differentiated instruction which with the groups being determined based on Descartes data from MAP. This will be monitored by frequent learning walks with constructive feedback being given to staff.	Direct Instruction	09/04/2012	06/07/2013	\$0	No Funding Required	All teaching staff
Activity - Monitoring Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI team was created to set up procedures on how to monitor student progress on the research based programs used for RTI. This team meets to review data and fidelity of implementation of programs. Feedback is given to teachers on how to continue to increase achievement.	Academic Support Program	09/04/2012	06/07/2013	\$0	Title II Part A	administrative staff
Activity - Teacher training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained during PLC's and after school trainings on effective instructional strategies that can be implemented into their daily teaching. These training will be delivered by administration, teacher leaders, and district consultants.	Professional Learning	09/04/2012	06/07/2013	\$0	No Funding Required	Administrators and District Consultants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training	Teachers will be trained during PLC's and after school trainings on effective instructional strategies that can be implemented into their daily teaching. These training will be delivered by administration, teacher leaders, and district consultants.	Professional Learning	09/04/2012	06/07/2013	\$0	Administrators and District Consultants
Direct Instruction	Teachers will use best practices when delivering instruction in reading and math. Some of the best practices that will be used are small group instruction, use of technology, Number Talks, differentiated instruction which with the groups being determined based on Descartes data from MAP. This will be monitored by frequent learning walks with constructive feedback being given to staff.	Direct Instruction	09/04/2012	06/07/2013	\$0	All teaching staff
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Student Progress	An RTI team was created to set up procedures on how to monitor student progress on the research based programs used for RTI. This team meets to review data and fidelity of implementation of programs. Feedback is given to teachers on how to continue to increase achievement.	Academic Support Program	09/04/2012	06/07/2013	\$0	administrative staff
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	GAP Goal	Objectives: 2 Strategies: 2 Activities: 2	Organizational	Collaborate to increase achievement for ELL students so that the percent of proficient and distinguished in reading increases from 14.3% in 2012 to 22.9% by 10/01/2013 as measured by school report card delivery targets., Collaborate to increase the achievement for ELL students so that the % of proficient and distinguished increases from 23.8 % in 2012 to 31.4% by 10/01/2013 as measured by school report card delivery targets.	\$8000

Goal 1: GAP Goal

Measurable Objective 1:

Collaborate to increase achievement for ELL students so that the percent of proficient and distinguished in reading increases from 14.3% in 2012 to 22.9% by 10/01/2013 as measured by school report card delivery targets..

Strategy 1:

Reading-3rd grade - Research based programs are used during the RTI block daily.

Activity - Research based reading programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our 3rd grade students have been identified using MAP data and selected for RTI groups. Based on the area of need, they are assigned daily to work in small groups. Each group uses different programs to meet the needs of the students. (System 44, EdMark, SRA Decodable readers, and Quick Reads	Academic Support Program	10/19/2012	06/07/2013	\$4500	Other	Title 1 staff

Measurable Objective 2:

Collaborate to increase the achievement for ELL students so that the % of proficient and distinguished increases from 23.8 % in 2012 to 31.4% by 10/01/2013 as measured by school report card delivery targets.

Strategy 1:

Do The Math - Do The Math will be used daily in small groups.

Activity - Do The Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students are identified by their Math MAP scores. They will receive research based instruction using the program "Do the Math". Their data is monitored weekly.	Academic Support Program	10/15/2012	06/07/2013	\$3500	Title I Part A	Title I staff and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Do The Math	ELL students are identified by their Math MAP scores. They will receive research based instruction using the program "Do the Math". Their data is monitored weekly.	Academic Support Program	10/15/2012	06/07/2013	\$3500	Title I staff and administration
Total					\$3500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research based reading programs	Our 3rd grade students have been identified using MAP data and selected for RTI groups. Based on the area of need, they are assigned daily to work in small groups. Each group uses different programs to meet the needs of the students. (System 44, EdMark, SRA Decodable readers, and Quick Reads	Academic Support Program	10/19/2012	06/07/2013	\$4500	Title 1 staff
Total					\$4500	

Response for Required Action: K-Prep 3rd Grade Proficiency

Overview

Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

Plan Rationale

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Proficiency - 3rd grade - K-prep	Objectives: 2 Strategies: 3 Activities: 3	Organizational	Collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 37.7% in 2012 to 43.93% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade., Collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 41% in 2012 to 46.9% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade..	\$53500

Goal 1: Proficiency - 3rd grade - K-prep

Measurable Objective 1:

Collaborate to increase the percentage of proficient and distinguished 3rd grade students in reading from 37.7% in 2012 to 43.93% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade.

Strategy 1:

Vocabulary (Language Acquisition/Common Core Best Practices) - Teachers will be given professional development opportunities related to best practices for teaching vocabulary.

Activity - Coaching and walk feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given feedback from classroom walks and then given coaching tips based on the walks.	Professional Learning	09/04/2012	06/07/2013	\$0	No Funding Required	Administration and district support staff

Strategy 2:

RTI Groups - Small group instruction with research based programs including Quick Reads, Decoding Strategies (SRA), and System 44.

Activity - Implementation of research based programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon school MAP data, DIBELS and KPREP results, small groups of students were identified to participate in research based programs. Funds were used to hire additional instructional assistants to implement the programs.	Academic Support Program	10/01/2012	05/22/2013	\$50000	Title I Schoolwide	Title 1 staff

Measurable Objective 2:

Collaborate to increase the percentage of proficient and distinguished 3rd grade students in math from 41% in 2012 to 46.9% by 10/01/2013 as measured by school report card Next Generation Learners Achievement for 3rd grade..

Strategy 1:

Research Based Math Programs - Small group instruction in Research Based Programs

Activity - Research Based Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program	10/01/2012	06/07/2013	\$3500	Title I Schoolwide	Title I staff, special and regular education teachers, and administrators.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching and walk feedback	Teachers will be given feedback from classroom walks and then given coaching tips based on the walks.	Professional Learning	09/04/2012	06/07/2013	\$0	Administration and district support staff
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Programs	Students will be placed in small groups based on MAP Math test and K-Prep Results. The small groups will receive instruction with research based programs such as "Do the Math", FASTT Math, and Xtra Math. Student progress data will be monitored 2 times a month.	Academic Support Program	10/01/2012	06/07/2013	\$3500	Title I staff, special and regular education teachers, and administrators.
Implementation of research based programs	Based upon school MAP data, DIBELS and KPREP results, small groups of students were identified to participate in research based programs. Funds were used to hire additional instructional assistants to implement the programs.	Academic Support Program	10/01/2012	05/22/2013	\$50000	Title 1 staff
Total					\$53500	