



Comprehensive School Improvement Plan

Eastern Elementary School
Henry County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|---|--|---------|---------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the School Equity Data. | | Eastern Elementary School |

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.

We do have a high free/reduced meal average at 63.02%. On a positive note, we currently have 10 teachers with 4 or more years of experience which should prove beneficial to instruction, behavioral management, and other areas. Due to our small number of teachers, 1 teacher equals about 8%, therefore our data can seem somewhat startling.

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.

Our high free/reduced rates can contribute to overall data for the school. Typically, this group has higher needs and lower abilities in the classroom. Teachers must differentiate most lessons in order to personalize the learning according to students' needs. This takes extra time in planning and attempting to contact parents who typically are difficult to communicate with.

| 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. | | Eastern |

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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:

All teachers at Eastern Elementary School will become proficient in reflective practice through Teacher Professional Growth Effectiveness Systems (TPGES).

Measurable Objective 1:

demonstrate a proficiency in reflective practice in Danielson's Framework for Domains 1 through 4 by 06/01/2016 as measured by teacher self-analysis of professional practice, mini observations, PLC analysis of Learning Walks, and post-conference.

Strategy1:

Analysis of Domains 2 and 3 - Teachers will build capacity in understanding Danielson's Framework through participating in professional observations, gathering evidence for discussion and analysis using Danielson's rubric.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Video observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Teachers will observe video presentation, recording evidence for domain 2, then domain 3, analyze evidence in PLC groups, assigning a score using Danielson's rubric. | Professional Learning | 01/01/2016 | 06/01/2016 | \$0 - No Funding Required | Teachers, Principal |

Strategy2:

Classroom observations - Teachers will increase understanding of TPGES through experience in observation and analysis both as an observee and observer.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

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| Activity - Classroom observation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------|
| The principal will conduct a scheduled 20 minute mini-observation of each teacher, share evidence gathered immediately, and conduct a post-observation analysis with teacher. | Professional Learning | 08/06/2014 | 06/01/2015 | \$0 - No Funding Required | Teacher and Principal |

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| All teachers will participate in Instructional Rounds, recording evidence of an identified problem of practice, and share evidence with colleague in PLC meeting. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 - No Funding Required | Teachers, Tingle |

Strategy3:

Self-reflection - Teachers will increase understanding of TPGES coaching model through self-reflection and analysis of instructional practice in domains 2 and 3.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--------------------|
| Principal and teacher will review self-assessment to review/revise professional growth plan. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 - No Funding Required | Principal, Teacher |

| Activity - Teacher Self-assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete the electronic TPGES self-assessment in CIITS. | Professional Learning | 08/01/2015 | 06/01/2016 | \$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?

District principals and district administrators. Also SBDM reviews information monthly.

Relationship Building

Overall Rating: 2.71

| | 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. | School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning. | Proficient |

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

| | Statement or Question | Response | Rating |
|-----|---|--|------------|
| 2.6 | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Teachers informally collect some student needs data and some parents are contacted to discuss those needs. | Apprentice |

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

Communications

Overall Rating: 2.57

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

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | 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 sometime provides community organizations with information about academic expectations for parents who use their services. | Apprentice |

| | 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. | District-wide stakeholder surveys are given to parents and teachers encourage parents to respond. | Apprentice |

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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. | School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan. | Apprentice |

Decision Making

Overall Rating: 2.14

| | 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. | School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 4.4 | The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done. | Apprentice |

| | 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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate. | Apprentice |

| | 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 sometimes encouraged to take part in discussions about school improvement. | Apprentice |

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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. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice |

Advocacy

Overall Rating: 2.67

| | 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. | There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs. | Apprentice |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 5.2 | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Proficient |

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

| | Statement or Question | Response | Rating |
|-----|--|---|---------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Teachers handle parent complaints but outcomes are not tracked or reported. | Novice |

| | 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: 2.33

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

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

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 6.3 | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff exhibits some student work with scoring guide and proficient level work. | Apprentice |

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

| | Statement or Question | Response | Rating |
|-----|---|--|--------|
| 6.5 | School council has a classroom observation policy that welcomes families to visit all classrooms. | School staff allows parents to visit regular education classrooms upon request. There is no school policy. | Novice |

| | 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: 2.33

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

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

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 7.3 | School leadership collaborates with employers to support parent and volunteer participation in students' education. | Employer-partners adopt practices to promote and support parent and volunteer participation in students' education. | Apprentice |

| | 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). | Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up). | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

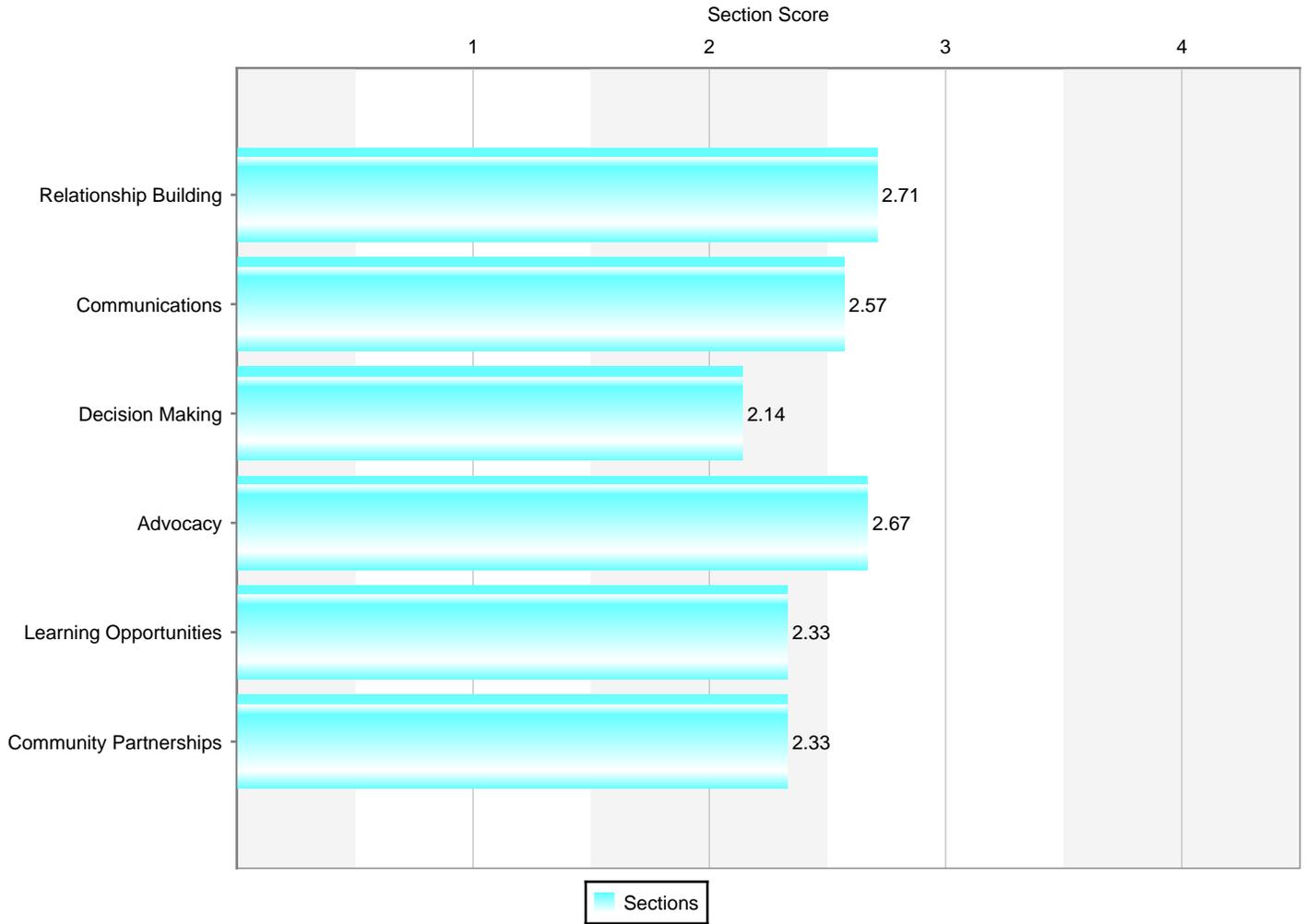
Reflection

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

There are some obvious areas that I would like to improve and have made notes of those areas. I will be generating a survey soon. Our weakest area is largely apparent in our community partnerships. Lacking businesses in our area, we have and will continue to have issues collaborating with community businesses. However, there is an area for growth and making a concerted attempt at collaborating with available businesses. Areas of strength include our strong support of FRYSC and local church support. Teachers do a good job at contacting parents and making extra efforts to meet with them for their first report in order to inform parents early of any concerns with students.

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.

Elections are held for the teacher members of the SBDM Council and also for the parent positions on the council. These positions are advertised at faculty meetings and at PTO meetings. All members must go through trainings. The CSIP is shared with staff and various committees are represented through SBDM. During a PD day in the fall, data is disaggregated with the school staff where they look at needs and strengths. This is shared with SBDM and PTO.

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

We have a minority representative, our primary and intermediate levels are represented, including one male and the rest females.

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 improvement plan is shared with SBDM and PTO during meetings.

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?

We looked at data to determine percentage of novice, apprentice, proficient, distinguished per grade level and per subject area. Our Val-Ed survey told us that we needed professional and so 8 days of professional development were planned. Also each teacher was involved in a community of practice based on their choice. These were planned for this year throughout the year and teachers were able to choose their area of interest.

Areas of Strengths

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

According to 5th grade math KPREP strengths are Only 6.5% Novice and More than half (64.5) Proficient/Distinguished. The social studies Actual scores for the gap group remained at 50 for the past two testing periods and 52.9% were proficient/distinguished.

According to 4th grade math KPREP strengths were 14.8% less novice; 5.4% less apprentice; 9.4% more proficient; 10.8% more distinguished. Reading 55.8% were prof/dist.

According to 3rd grade math KPREP strengths were 1.7% more novice; 4.2% less apprentice; 4.4% more proficient; 1.9% less distinguished.

Opportunities for Improvement

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

3rd grade KPREP scores were concerning across both subject areas. This group has historically been low and extra effort has been added to this grade level. Reading and writing is an area of concern across all grade levels. Our scores dropped from the previous however our opportunity to have bonus points for novice reduction was very little as we had great gains in this the year before so when we had this lower group come through and have more novice, our score was greatly impacted. We are focusing on problem solving skills in math with our students. Nearly all teachers have been trained in math workshop and are implementing problem of the day. Fractions are also an area of concern for students in 4th grade. We have been implementing Lucy Calkins reading and writing workshops and will continue to watch for levels to improve.

Conclusion

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

As the district-wide focus is on Literacy, we will continue this in our school as a focus with intentions of improving our writing scores. We will provide opportunities for Live Scoring sessions where students will have instant feedback based upon their writing. Our RTI committee meets each 6 weeks to review progress monitoring for RTI students in Tier II and III; reading, writing, and math. We will use AIMS Web for looking at progress data. We have trained teachers in Thinking Strategies and reading Workshop. Teachers attending professional development, in turn train our staff. We continue to build leadership

through various training and Race to the top Teacher Leaders. Teachers are continuing professional learning with reading, implementing Daily 5, CAFE, and Lucy Calkins Writing and Reading Strategies. Teachers continue to refine reading workshop model. The entire staff is implementing PGES using the framework for self-reflection of best practice.

Plan for Comprehensive School Improvement Plan 2016-2017

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2016-2017

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 | Students at Eastern Elementary School will reduce the overall gap as demonstrated on KPREP by improving our overall score 1% from 53.1% to 54.1%. | Objectives: 2 Strategies: 2 Activities: 4 | Academic | \$800 |
| 2 | Students at EES will build the foundation to be college and career ready as demonstrated on MAP benchmark assessments. | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$400 |
| 3 | All teachers at Eastern Elementary School will become proficient in reflective practice through Teacher Professional Growth Effectiveness Systems (TPGES). | Objectives: 1 Strategies: 3 Activities: 5 | Organizational | \$0 |
| 4 | Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017. | Objectives: 4 Strategies: 8 Activities: 20 | Organizational | \$7650 |

Goal 1: Students at Eastern Elementary School will reduce the overall gap as demonstrated on KPREP by improving our overall score 1% from 53.1% to 54.1%.

Measurable Objective 1:

A 5% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP assessment in Mathematics by 06/01/2016 as measured by KPREP assessment.

Strategy 1:

Minds in Math - Professional development will be shared with the faculty from teachers who attended Thinking Strategies for math instruction. Teachers will participate in learning walks to gather evidence for analysis to determine effectiveness of instructional practices in math.

Category: Professional Learning & Support

| Activity - Thinking Strategies for Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Two teachers provided professional development for implementing math workshop model. | Academic Support Program | 09/01/2014 | 06/01/2015 | \$800 | District Funding | Teachers |

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe math workshop instruction. | Academic Support Program | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teacher, Principal |

Measurable Objective 2:

A 5% increase of Economically Disadvantaged and Hispanic or Latino students will increase student growth in proficiency in English Language Arts by 06/01/2016 as measured by KPREP.

Strategy 1:

Curriculum - Eastern will provide instructional strategies and supports to increase student achievement in the area of reading. The school will monitor Common Core standards and intentionally integrate reading across all content areas.

Category: Learning Systems

| Activity - K-5 Aligned Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will meet to horizontally or vertically align standards, discuss pacing, strategies, and engage in cross-curricular instruction that integrates projects and culminating activities. | Academic Support Program | 07/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teachers, Tingle |

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| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|-------------------|
| Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe reading workshop instruction. | Academic Support Program, Professional Learning | 07/01/2015 | 06/01/2016 | \$0 | No Funding Required | Tingle, Teachers |

Goal 2: Students at EES will build the foundation to be college and career ready as demonstrated on MAP benchmark assessments.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading skills in English Language Arts by 06/01/2016 as measured by RIT scores on the MAP benchmark assessment..

Strategy 1:

College & Career Coach - Working with Race to the Top college and career coach, teachers will implement real-world connections so students will understand the importance of foundational skills in ELA and math through intentional prioritizing of college and career readiness.

Category: Other - CCR

Research Cited: Race to the Top grant requires a college/career component.

| Activity - College Visit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|----------------------|
| Fifth grade students will have a guided tour of Georgetown College. | Field Trip | 08/01/2015 | 12/01/2015 | \$200 | CCR Grant | Fifth grade teachers |

| Activity - College Students Informational Visit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|-------------------|
| College graduates/students that are former students of EES will visit each homeroom class to share CCR information. | Community Engagement | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teachers |

| Activity - Career Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|--------------------------------|
| Students will learn about various careers through participation in a school-wide career fair. Parent participation will be encouraged through soliciting parents to participate in the career fair. | Career Preparation/Orientation | 01/01/2016 | 05/01/2016 | \$0 | No Funding Required | School Social Worker, teachers |

Strategy 2:

College, Career, Readiness - skills - Students will demonstrate CCR foundational skills in reading and mathematics, preparing them for future post-graduate opportunities in an ever increasing technological, scientific work force.

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Category: Other - CCR

| Activity - College Focus | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|-------------------|---|
| Teachers will place emphasis on a particular college and incorporate strategies to expose students to different colleges and their offerings. | Career Preparation/Orientation | 01/01/2016 | 06/01/2016 | \$200 | FRYSC | Teachers, Principal, Family Resource Center |

| Activity - Adopt a College | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------------|------------|------------|-------------------|---------------------|-------------------|
| Each homeroom will adopt a state college to research; students will have the opportunity to participate in developmentally appropriate real-world communication experiences and problem solving related to college/career curriculum. | Career Preparation/Orientation | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teachers |

Goal 3: All teachers at Eastern Elementary School will become proficient in reflective practice through Teacher Professional Growth Effectiveness Systems (TPGES).

Measurable Objective 1:

demonstrate a proficiency in reflective practice in Danielson's Framework for Domains 1 through 4 by 06/01/2016 as measured by teacher self-analysis of professional practice, mini observations, PLC analysis of Learning Walks, and post-conference.

Strategy 1:

Self-reflection - Teachers will increase understanding of TPGES coaching model through self-reflection and analysis of instructional practice in domains 2 and 3.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Teacher Self-assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will complete the electronic TPGES self-assessment in CIITS. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teachers |

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--------------------|
| Principal and teacher will review self-assessment to review/revise professional growth plan. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Principal, Teacher |

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Strategy 2:

Analysis of Domains 2 and 3 - Teachers will build capacity in understanding Danielson's Framework through participating in professional observations, gathering evidence for discussion and analysis using Danielson's rubric.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Video observations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will observe video presentation, recording evidence for domain 2, then domain 3, analyze evidence in PLC groups, assigning a score using Danielson's rubric. | Professional Learning | 01/01/2016 | 06/01/2016 | \$0 | No Funding Required | Teachers, Principal |

Strategy 3:

Classroom observations - Teachers will increase understanding of TPGES through experience in observation and analysis both as an observee and observer.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Classroom observation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-----------------------|
| The principal will conduct a scheduled 20 minute mini-observation of each teacher, share evidence gathered immediately, and conduct a post-observation analysis with teacher. | Professional Learning | 08/06/2014 | 06/01/2015 | \$0 | No Funding Required | Teacher and Principal |

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| All teachers will participate in Instructional Rounds, recording evidence of an identified problem of practice, and share evidence with colleague in PLC meeting. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | No Funding Required | Teachers, Tingle |

Goal 4: Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017.

Measurable Objective 1:

increase student growth In English/LA from 61% to 62% by 06/01/2016 as measured by KPREP.

Strategy 1:

Curriculum - Eastern will provide instructional strategies and supports to increase student achievement in the area of reading that is Common Core aligned across all content areas.

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Category: Continuous Improvement

| Activity - Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Teachers will incorporate literature, vocabulary, and technology into reading lessons to increase student understanding and provide additional support of learning in reading. | Academic Support Program | 08/05/2015 | 05/13/2016 | \$0 | No Funding Required | Teachers |
| Activity - Reading Groups | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All classroom teachers will address individual student needs through the use of small group instruction. Small group instruction will be used as needed to clarify misconceptions and enhance lessons. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | No Funding Required | Teachers |
| Activity - Literacy Night | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents, students, and teachers gather to celebrate reading to improve instruction strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/05/2015 | 12/01/2016 | \$500 | FRYSC | FRYSC, School staff |

Strategy 2:

Assessment - Teachers will use multiple assessment strategies to assess student knowledge.

Category: Continuous Improvement

| Activity - Student Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use formative (DRA, MAP, Ekwall Shanker), summative and district assessments to inform reading instruction. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | District Funding | Tingle |
| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | No Funding Required | Teachers Tingle |
| Activity - Materials | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Test taking strategies will be incorporated into instructional programs of 3rd, 4th, and 5th grade classrooms and use KASC vocabulary toolkit. | Academic Support Program | 11/11/2015 | 12/01/2016 | \$150 | District Funding | Tingle Teachers |

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| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 03/01/2016 | 05/13/2016 | \$500 | FRYSC | Ingram Tingle Kindergarten Team |
| Activity - Kindergarten Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/05/2015 | 12/31/2015 | \$0 | No Funding Required | Kindergarten Teachers |
| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | General Fund | Tingle, Teachers, Reeder |

Strategy 3:

Professional Development - Teachers will have opportunities throughout the year to receive professional development in the area of reading to increase student achievement and improve instructional practices in the classroom.

Category: Continuous Improvement

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers will have the opportunity to attend reading conferences or training from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/05/2015 | 12/01/2016 | \$500 | General Fund | Tingle |
| Activity - Book Collection | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Increase literacy to support instruction in both literacy and informational reading. Collections will be expanded to meet academic content guidelines, student interests, and cultural diversity. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | General Fund | Librarian |

Measurable Objective 2:

increase student growth in Math from 50.6% to 53.3% proficient by 06/01/2016 as measured by KPREP.

Strategy 1:

Curriculum - - Design and implement math instruction that is aligned with Common Core mathematics curriculum across all content areas.

Category: Professional Learning & Support

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| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Provide balanced math instruction that includes standards, data-based instruction, technology, and student assessment. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | No Funding Required | Teachers, Tingle |

| Activity - Math Night | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|------------|------------|-------------------|-------------------|--------------------------|
| Parents, students, and teachers will gather to celebrate math to improve instructional strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/05/2015 | 12/01/2016 | \$500 | FRYSC | Tingle, Ingram, Teachers |

Strategy 2:

Assessment - - Develop and implement a comprehensive, balanced plan that includes formative and summative assessment, where data is utilized to inform practice.

Category: Continuous Improvement

| Activity - Multiple Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Utilize district and teacher made assessments to monitor and analyze student progress to inform and adjust instruction and to identify professional development needs. MAP will be used school-wide to monitor student progress. Students will receive weekly feedback from student work, assessments, agendas, and student leadership notebooks. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | No Funding Required | Teachers, Tingle |

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------|
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | General Fund | Tingle, Teachers, Reeder |

| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | No Funding Required | Teachers, Tingle |

Strategy 3:

Professional Development - - Teachers will have opportunities throughout the year to receive professional development in the area of math to increase student achievement and improve instructional practices in the classroom.

Category: Professional Learning & Support

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|-----------------------|------------|------------|-------|--------------|--------|
| Teachers will have the opportunity to attend math training or conferences from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/05/2015 | 12/01/2016 | \$500 | General Fund | Tingle |
|--|-----------------------|------------|------------|-------|--------------|--------|

Measurable Objective 3:

increase student growth in Writing from 21.4% to 47.4% proficient by 06/01/2016 as measured by KPREP.

Strategy 1:

Writing Curriculum - Teachers will be provided with writing instruction supports and incorporate those best practices into their classroom.

Category: Professional Learning & Support

| Activity - Writing Unit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Teachers in upper grades will be provided with Lucy Calkins writing units to enhance their current writing instructional practices. | Academic Support Program | 12/31/2015 | 06/01/2016 | \$1000 | District Funding | Tingle, Teachers |

| Activity - Live Scoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------|
| A live scoring session will be held 3 times throughout the year to provide 5th grade students with an opportunity to practice test-taking strategies for an On-Demand writing prompt while having immediate feedback provided from teachers and other district representatives. | Academic Support Program | 11/02/2015 | 05/02/2016 | \$0 | No Funding Required | Tingle, 5th Teachers |

Measurable Objective 4:

increase student growth in Social Studies from 50.0% to 64.8% proficient by 06/01/2016 as measured by KPREP.

Strategy 1:

SS curriculum - Teachers will collaborate with district supports to provide intentional, meaningful social studies curriculum to students and monitor their progress.

Category: Professional Learning & Support

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|------------------------------|
| 5th grade teachers will plan instructional activities and strategies with district appointed Social Studies expert to cover all identified accountable material and meet with district coach to ensure fidelity. | Academic Support Program | 12/14/2015 | 06/01/2016 | \$0 | District Funding | Treece, Tingle, 5th Teachers |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|--|--------------------------|------------|------------|-------------------|------------------------------|
| Writing Unit | Teachers in upper grades will be provided with Lucy Calkins writing units to enhance their current writing instructional practices. | Academic Support Program | 12/31/2015 | 06/01/2016 | \$1000 | Tingle, Teachers |
| Thinking Strategies for Math | Two teachers provided professional development for implementing math workshop model. | Academic Support Program | 09/01/2014 | 06/01/2015 | \$800 | Teachers |
| Materials | Test taking strategies will be incorporated into instructional programs of 3rd, 4th, and 5th grade classrooms and use KASC vocabulary toolkit. | Academic Support Program | 11/11/2015 | 12/01/2016 | \$150 | Tingle Teachers |
| Student Assessment | Teachers will use formative (DRA, MAP, Ekwall Shanker), summative and district assessments to inform reading instruction. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | Tingle |
| Professional Conversation | 5th grade teachers will plan instructional activities and strategies with district appointed Social Studies expert to cover all identified accountable material and meet with district coach to ensure fidelity. | Academic Support Program | 12/14/2015 | 06/01/2016 | \$0 | Treece, Tingle, 5th Teachers |
| Total | | | | | \$2950 | |

CCR Grant

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|---|---------------|------------|------------|-------------------|----------------------|
| College Visit | Fifth grade students will have a guided tour of Georgetown College. | Field Trip | 08/01/2015 | 12/01/2015 | \$200 | Fifth grade teachers |
| Total | | | | | \$200 | |

FRYSC

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|---------------|------------|------------|-------------------|---------------------------------------|
| Kindergarten Readiness | Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 03/01/2016 | 05/13/2016 | \$500 | Ingram Tingle Kindergarten Team |

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|----------------|--|--------------------------------|------------|------------|---------------|---|
| Math Night | Parents, students, and teachers will gather to celebrate math to improve instructional strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/05/2015 | 12/01/2016 | \$500 | Tingle, Ingram, Teachers |
| College Focus | Teachers will place emphasis on a particular college and incorporate strategies to expose students to different colleges and their offerings. | Career Preparation/Orientation | 01/01/2016 | 06/01/2016 | \$200 | Teachers, Principal, Family Resource Center |
| Literacy Night | Parents, students, and teachers gather to celebrate reading to improve instruction strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/05/2015 | 12/01/2016 | \$500 | FRYSC, School staff |
| Total | | | | | \$1700 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------|--|--------------------------------|------------|------------|-------------------|--------------------------------|
| Adopt a College | Each homeroom will adopt a state college to research; students will have the opportunity to participate in developmentally appropriate real-world communication experiences and problem solving related to college/career curriculum. | Career Preparation/Orientation | 08/01/2015 | 06/01/2016 | \$0 | Teachers |
| Career Day | Students will learn about various careers through participation in a school-wide career fair. Parent participation will be encouraged through soliciting parents to participate in the career fair. | Career Preparation/Orientation | 01/01/2016 | 05/01/2016 | \$0 | School Social Worker, teachers |
| Strategies | Teachers will incorporate literature, vocabulary, and technology into reading lessons to increase student understanding and provide additional support of learning in reading. | Academic Support Program | 08/05/2015 | 05/13/2016 | \$0 | Teachers |
| Instructional Rounds | All teachers will participate in Instructional Rounds, recording evidence of an identified problem of practice, and share evidence with colleague in PLC meeting. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | Teachers, Tingle |
| Tracking Student Growth | Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | Teachers, Tingle |
| Reading Groups | All classroom teachers will address individual student needs through the use of small group instruction. Small group instruction will be used as needed to clarify misconceptions and enhance lessons. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | Teachers |

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| | | | | | | |
|--------------------------------------|---|---|------------|------------|-----|-----------------------|
| K-5 Aligned Curriculum | Teachers will meet to horizontally or vertically align standards, discuss pacing, strategies, and engage in cross-curricular instruction that integrates projects and culminating activities. | Academic Support Program | 07/01/2015 | 06/01/2016 | \$0 | Teachers, Tingle |
| Video observations | Teachers will observe video presentation, recording evidence for domain 2, then domain 3, analyze evidence in PLC groups, assigning a score using Danielson's rubric. | Professional Learning | 01/01/2016 | 06/01/2016 | \$0 | Teachers, Principal |
| Live Scoring | A live scoring session will be held 3 times throughout the year to provide 5th grade students with an opportunity to practice test-taking strategies for an On-Demand writing prompt while having immediate feedback provided from teachers and other district representatives. | Academic Support Program | 11/02/2015 | 05/02/2016 | \$0 | Tingle, 5th Teachers |
| Tracking Student Growth | Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | Teachers Tingle |
| Multiple Assessments | Utilize district and teacher made assessments to monitor and analyze student progress to inform and adjust instruction and to identify professional development needs. MAP will be used school-wide to monitor student progress. Students will receive weekly feedback from student work, assessments, agendas, and student leadership notebooks. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | Teachers, Tingle |
| College Students Informational Visit | College graduates/students that are former students of EES will visit each homeroom class to share CCR information. | Community Engagement | 08/01/2015 | 06/01/2016 | \$0 | Teachers |
| Kindergarten Assessment | All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/05/2015 | 12/31/2015 | \$0 | Kindergarten Teachers |
| Instructional Strategies | Provide balanced math instruction that includes standards, data-based instruction, technology, and student assessment. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 | Teachers, Tingle |
| Classroom observation | The principal will conduct a scheduled 20 minute mini-observation of each teacher, share evidence gathered immediately, and conduct a post-observation analysis with teacher. | Professional Learning | 08/06/2014 | 06/01/2015 | \$0 | Teacher and Principal |
| Professional Conversation | Principal and teacher will review self-assessment to review/revise professional growth plan. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | Principal, Teacher |
| Teacher Self-assessment | Teachers will complete the electronic TPGES self-assessment in CIITS. | Professional Learning | 08/01/2015 | 06/01/2016 | \$0 | Teachers |
| Instructional Rounds | Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe reading workshop instruction. | Academic Support Program, Professional Learning | 07/01/2015 | 06/01/2016 | \$0 | Tingle, Teachers |

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|----------------------|---|--------------------------|------------|------------|-----|--------------------|
| Instructional Rounds | Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe math workshop instruction. | Academic Support Program | 08/01/2015 | 06/01/2016 | \$0 | Teacher, Principal |
| Total | | | | | \$0 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|--------------------------|------------|------------|-------------------|--------------------------|
| Response to Intervention | An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | Tingle, Teachers, Reeder |
| Book Collection | Increase literacy to support instruction in both literacy and informational reading. Collections will be expanded to meet academic content guidelines, student interests, and cultural diversity. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | Librarian |
| Response to Intervention | An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$1000 | Tingle, Teachers, Reeder |
| Training/Conferences | Teachers will have the opportunity to attend math training or conferences from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/05/2015 | 12/01/2016 | \$500 | Tingle |
| Training/Conferences | Teachers will have the opportunity to attend reading conferences or training from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/05/2015 | 12/01/2016 | \$500 | Tingle |
| Total | | | | | \$4000 | |

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 | A Comprehensive Needs Assessment was conducted. Faculty reviewed KPREP assessments; we did diagnostic review of achievement, gap groups, subjects assessed. Information from that review was used in analysis for our needs assessment. That information was used to guide development of CSIP. | |

| 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 | Students will continue receiving support in RTI Tier II and III reading and math. Descartes was used to identify specific areas of focus for intervention instruction. RTI committee meets each 6 weeks to review student progress. Personalized learning will be used to support student enrichment for students. Peer tutors have been identified to mentor students before/after school in bus room. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|-----------------|---|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | Yes | Preschool transitions are held at the end of each school year. ARC meetings include preschool teacher, Early Childhood Director, Principal, and parent. A transition night is held each year in which learning activities occur along with a tour of the school and opportunities to meet kindergarten teachers and instructional assistants. | |

| 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 | Lucy Calkins Reading and Writing Workshop along with thinking strategies workshop models are incorporated schoolwide for reading. Math workshop is utilized throughout most of the school with plans to spread this training school-wide. Marie Carbo, SRA, Reading Theory, Lexia, and Reading A-Z are used to support reading RTI. Scholastic readers are used as one resource to Tier I reading instruction. | |

Comprehensive School Improvement Plan

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| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|----------|---|------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | Our highly qualified teacher report verifies that we maintain high expectations in recruiting experienced, professional teachers. In the event of a certified opening, all applicants apply through school recruiter; the applicants are screened. After that process, SBDM Council interviews applicants. References are checked before making a final decision. | |

| 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 | Our Title 1 program is reviewed by our assistant superintendent and preschool principal. Parents are notified yearly that we are a Title 1 school; a Title 1 Learning Compact is reviewed and signed by all parents. Our monies appropriated for expenditure through Title 1 must have the assistant superintendent's signature. | |

| 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 | Our Title 1 program is reviewed by our assistant superintendent. Parents are notified yearly that we are a Title 1 school. Parent Compact and Parent Involvement Policy are sent home. | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------|---|----------|----------------------------|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | Yes | We have an extensive CSIP. | |

| 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 | We have a professional development committee that develop plans for professional growth. District attempts to offer PD according to teacher needs and KPREP data. | |

| 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 | The CSIP is monitored through SBDM Council. | |

Comprehensive School Improvement Plan

Eastern Elementary School

| 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 | A comprehensive needs assessment was conducted; objectives, strategies and activities are included in CSIP to meet the needs of our gap students. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|--|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | We implemented Lucy Calkins Reading and Writing which are research-based. For identified students, they would be placed in Tier II or Tier III according to their need. Teachers may use Lexia, Marie Carbo, Number Worlds, Dreambox, or another identified research-based strategy. | |

| 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 | Title I school-wide. | |

| 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 | Title I School | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | The school supports a diverse student population, including IDEA students, free/reduced lunch students, and gifted/talented students. | |

| 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 | Title I school | |

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| 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 | Paraprofessionals all pass a test prior to employment. | |

| 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 | Title I funds were spent to support Title I programs. | |

| 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 | Parent Learning compact is disseminated to all parents and signed by parents. Parent Involvement Policy was developed and reviewed by SBDM Council. | |

| Label | Assurance | Response | Comment | Attachment |
|------------------------------|--|----------|---------|------------|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process. | N/A | | |

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

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---|------------|
| Comprehensive Improvement Plan | The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed. | Yes | The CSIP is reviewed annually by the faculty, SBDM Council, and reported to our central office. | |

| 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 | See district link. | |

| 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 | All teachers are highly qualified. | |

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| 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 | Needs assessment completed. | |

| 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 | Our Title I coordinator monitors. | |

| 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 | Para-educators are assigned to certified staff. | |

| 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 | All teachers are highly qualified and para-educators are assigned to a teacher. | |

| 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 | We are a few students under the overall cap size for teacher/student ratio. | |

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| 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:

Students at Eastern Elementary School will reduce the overall gap as demonstrated on KPREP by improving our overall score 5% from 48.9% to 53.9%.

Measurable Objective 1:

A 5% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP assessment in Mathematics by 06/01/2017 as measured by KPREP assessment.

Strategy1:

Minds in Math - Professional development will be shared with the faculty from teachers who attended Thinking Strategies for math instruction. Teachers will participate in learning walks to gather evidence for analysis to determine effectiveness of instructional practices in math.

Category: Professional Learning & Support

Research Cited:

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe math workshop instruction. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teacher, Principal |

| Activity - Thinking Strategies for Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| Two teachers provided professional development for implementing math workshop model. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$800 - District Funding | Teachers |

Goal 2:

All teachers at Eastern Elementary School will become proficient in reflective practice through Teacher Professional Growth Effectiveness Systems (TPGES).

Measurable Objective 1:

demonstrate a proficiency in reflective practice in Danielson's Framework for Domains 1 through 4 by 05/01/2017 as measured by teacher

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self-analysis of professional practice, mini observations, PLC analysis of Learning Walks, and post-conference.

Strategy1:

Analysis of Domains 2 and 3 - Teachers will build capacity in understanding Danielson's Framework through participating in professional observations, gathering evidence for discussion and analysis using Danielson's rubric.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Video observations | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Teachers will observe video presentation, recording evidence for domain 2, then domain 3, analyze evidence in PLC groups, assigning a score using Danielson's rubric. | Professional Learning | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Strategy2:

Self-reflection - Teachers will increase understanding of TPGES coaching model through self-reflection and analysis of instructional practice in domains 2 and 3.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--------------------|
| Principal and teacher will review self-assessment to review/revise professional growth plan. | Professional Learning | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Principal, Teacher |

| Activity - Teacher Self-assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| Teachers will complete the electronic TPGES self-assessment in CIITS. | Professional Learning | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers |

Strategy3:

Classroom observations - Teachers will increase understanding of TPGES through experience in observation and analysis both as an observee and observer.

Category: Teacher PGES

Research Cited: Charlotte Danielson's Framework

| Activity - Classroom observation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------|
| The principal will conduct a scheduled 20 minute mini-observation of each teacher, share evidence gathered immediately, and conduct a post-observation analysis with teacher. | Professional Learning | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teacher and Principal |

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| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| All teachers will participate in Instructional Rounds, recording evidence of an identified problem of practice, and share evidence with colleague in PLC meeting. | Professional Learning | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, Tingle |

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

Goal 1:

Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017.

Measurable Objective 1:

demonstrate student proficiency (pass rate) In Reading from 48.9% to 59.7% by 06/01/2016 as measured by KPREP.

Strategy1:

Professional Development - Teachers will have opportunities throughout the year to receive professional development in the area of Lucy Calking reading and writing to increase student achievement and improve instructional practices in the classroom.

Category: Continuous Improvement

Research Cited:

| Activity - Book Collection | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|----------------------|
| Increase literacy to support instruction in both literacy and informational reading. Collections will be expanded to meet academic content guidelines, student interests, and cultural diversity. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - General Fund | Librarian, Principal |

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will have the opportunity to attend reading conferences or training from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/01/2016 | 05/01/2017 | \$500 - General Fund | Principal |

Strategy2:

Assessment - Teachers will use multiple assessment strategies to assess student knowledge.

Category: Continuous Improvement

Research Cited: Lexia, MAP, AIMS Web

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| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--------------------------------------|
| Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 01/01/2017 | 05/01/2017 | \$500 - FRYSC | FRYSC Principal Kindergarten Team |

| Activity - Kindergarten Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------|
| All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Kindergarten Teachers |

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------------|
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - General Fund | Principal, Teachers, Psychologist |

| Activity - Student Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will use formative (DRA, MAP, Ekwall Shanker), summative and district assessments to inform reading instruction. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - District Funding | Principal |

| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, Principal |

| Activity - Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| Test taking strategies will be incorporated into instructional programs of 3rd, 4th, and 5th grade classrooms and use KASC vocabulary toolkit. | Academic Support Program | 11/11/2015 | 12/01/2016 | \$150 - District Funding | Tingle Teachers |

Strategy3:

Curriculum - Eastern will provide instructional strategies and supports to increase student achievement in the area of reading that is Common Core aligned across all content areas.

Category: Continuous Improvement

Research Cited:

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Eastern Elementary School

| Activity - Literacy Night | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|-------------------------|---------------------|
| Parents, students, and teachers gather to celebrate reading/global competency to improve instruction strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/01/2016 | 05/01/2017 | \$500 - FRYSC | FRYSC, School staff |

| Activity - Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will collaborate with principal and instructional coach for guided planning sessions once a week where a protocol is followed and or data is discussed | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, instructional coach, principal |

| Activity - Reading Groups | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All classroom teachers will address individual student needs through the use of small group instruction. Small group instruction will be used as needed to clarify misconceptions and enhance lessons. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers |

Measurable Objective 2:

demonstrate student proficiency (pass rate) in Math from 53.5% to 59% proficient by 09/01/2017 as measured by KPREP.

Strategy1:

Assessment - - Develop and implement a comprehensive, balanced plan that includes formative and summative assessment, where data is utilized to inform practice.

Category: Continuous Improvement

Research Cited:

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------------|
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. Teachers will also utilize Dreambox for math support in Tiers. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$1000 - General Fund | Principal, Teachers, Psychologist |

| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

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| Activity - Multiple Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------|
| Utilize district and teacher made assessments to monitor and analyze student progress to inform and adjust instruction and to identify professional development needs. MAP will be used school-wide to monitor student progress. Students will receive weekly feedback from student work, assessments, agendas, and student leadership notebooks. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Strategy2:

Professional Development - - Teachers will have opportunities throughout the year to receive professional development in the area of math to increase student achievement and improve instructional practices in the classroom.

Category: Professional Learning & Support

Research Cited:

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will have the opportunity to attend math training or conferences from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/01/2016 | 06/01/2017 | \$500 - General Fund | Principal |

Strategy3:

Curriculum - - Design and implement math instruction that is aligned with Common Core mathematics curriculum across all content areas. Some teachers will be sent to Math Workshop PD and will train the rest of the staff who has not had it.

Category: Professional Learning & Support

Research Cited:

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Provide balanced math instruction that includes standards, data-based instruction, technology, and student assessment. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 - No Funding Required | Teachers, Tingle |

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

Goal 1:

Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017.

Measurable Objective 1:

demonstrate student proficiency (pass rate) In Reading from 48.9% to 59.7% by 06/01/2016 as measured by KPREP.

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Strategy1:

Assessment - Teachers will use multiple assessment strategies to assess student knowledge.

Category: Continuous Improvement

Research Cited: Lexia, MAP, AIMS Web

| Activity - Kindergarten Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------|
| All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Kindergarten Teachers |

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--------------------------------------|
| Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 01/01/2017 | 05/01/2017 | \$500 - FRYSC | FRYSC Principal Kindergarten Team |

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

Goal 1:

Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017.

Measurable Objective 1:

demonstrate student proficiency (pass rate) In Reading from 48.9% to 59.7% by 06/01/2016 as measured by KPREP.

Strategy1:

Assessment - Teachers will use multiple assessment strategies to assess student knowledge.

Category: Continuous Improvement

Research Cited: Lexia, MAP, AIMS Web

| Activity - Kindergarten Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------|
| All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Kindergarten Teachers |

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| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 01/01/2017 | 05/01/2017 | \$500 - FRYSC | FRYSC Principal Kindergarten Team |

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

Goal 1:

Increase achievement proficiency rates according to the KPREP in 4 content areas by 2017.

Measurable Objective 1:

demonstrate student proficiency (pass rate) in Math from 53.5% to 59% proficient by 09/01/2017 as measured by KPREP.

Strategy1:

Curriculum - - Design and implement math instruction that is aligned with Common Core mathematics curriculum across all content areas.

Some teachers will be sent to Math Workshop PD and will train the rest of the staff who has not had it.

Category: Professional Learning & Support

Research Cited:

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Provide balanced math instruction that includes standards, data-based instruction, technology, and student assessment. | Academic Support Program | 08/05/2015 | 12/01/2016 | \$0 - No Funding Required | Teachers, Tingle |

Strategy2:

Assessment - - Develop and implement a comprehensive, balanced plan that includes formative and summative assessment, where data is utilized to inform practice.

Category: Continuous Improvement

Research Cited:

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-----------------------------------|
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. Teachers will also utilize Dreambox for math support in Tiers. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$1000 - General Fund | Principal, Teachers, Psychologist |

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| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

| Activity - Multiple Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------|
| Utilize district and teacher made assessments to monitor and analyze student progress to inform and adjust instruction and to identify professional development needs. MAP will be used school-wide to monitor student progress. Students will receive weekly feedback from student work, assessments, agendas, and student leadership notebooks. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Strategy3:

Professional Development - - Teachers will have opportunities throughout the year to receive professional development in the area of math to increase student achievement and improve instructional practices in the classroom.

Category: Professional Learning & Support

Research Cited:

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will have the opportunity to attend math training or conferences from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/01/2016 | 06/01/2017 | \$500 - General Fund | Principal |

Measurable Objective 2:

demonstrate student proficiency (pass rate) In Reading from 48.9% to 59.7% by 06/01/2016 as measured by KPREP.

Strategy1:

Curriculum - Eastern will provide instructional strategies and supports to increase student achievement in the area of reading that is Common Core aligned across all content areas.

Category: Continuous Improvement

Research Cited:

| Activity - Reading Groups | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| All classroom teachers will address individual student needs through the use of small group instruction. Small group instruction will be used as needed to clarify misconceptions and enhance lessons. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers |

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Eastern Elementary School

| Activity - Literacy Night | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|-------------------------|---------------------|
| Parents, students, and teachers gather to celebrate reading/global competency to improve instruction strategies at home. This helps to strengthen the parent/school connection and also to promote literacy at home. | Community Engagement | 08/01/2016 | 05/01/2017 | \$500 - FRYSC | FRYSC, School staff |

| Activity - Strategies | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will collaborate with principal and instructional coach for guided planning sessions once a week where a protocol is followed and or data is discussed | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, instructional coach, principal |

Strategy2:

Assessment - Teachers will use multiple assessment strategies to assess student knowledge.

Category: Continuous Improvement

Research Cited: Lexia, MAP, AIMS Web

| Activity - Kindergarten Readiness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|-----------------------------------|
| Kindergarten orientation will be held to welcome parents and share information on instructional strategies, curriculum, and assessment to increase student achievement. | Other | 01/01/2017 | 05/01/2017 | \$500 - FRYSC | FRYSC Principal Kindergarten Team |

| Activity - Response to Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------------|
| An RTI protocol will be used for interventions and supports to increase student achievement that is research-based and aligned to the standards. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - General Fund | Principal, Teachers, Psychologist |

| Activity - Materials | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| Test taking strategies will be incorporated into instructional programs of 3rd, 4th, and 5th grade classrooms and use KASC vocabulary toolkit. | Academic Support Program | 11/11/2015 | 12/01/2016 | \$150 - District Funding | Tingle Teachers |

| Activity - Kindergarten Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-----------------------|
| All students will be assessed with the Brigance and/or classroom assessments for readiness skills. The data will guide instruction to increase student achievement. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Kindergarten Teachers |

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| Activity - Student Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will use formative (DRA, MAP, Ekwall Shanker), summative and district assessments to inform reading instruction. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - District Funding | Principal |

| Activity - Tracking Student Growth | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------|
| Teachers will use MAP data to record data and use the data to inform instruction. PLCs will meet to discuss instructional strategies and monitor student progress. Students will receive feedback from agendas, leadership notebooks, student work, and assessments. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$0 - No Funding Required | Teachers, Principal |

Strategy3:

Professional Development - Teachers will have opportunities throughout the year to receive professional development in the area of Lucy Calking reading and writing to increase student achievement and improve instructional practices in the classroom.

Category: Continuous Improvement

Research Cited:

| Activity - Training/Conferences | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-------------------|
| Teachers will have the opportunity to attend reading conferences or training from researched programs to enhance instructional practices in the classroom. Teachers who attend trainings will present their findings and strategies to the staff. | Professional Learning | 08/01/2016 | 05/01/2017 | \$500 - General Fund | Principal |

| Activity - Book Collection | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|----------------------|
| Increase literacy to support instruction in both literacy and informational reading. Collections will be expanded to meet academic content guidelines, student interests, and cultural diversity. | Academic Support Program | 08/01/2016 | 05/01/2017 | \$1000 - General Fund | Librarian, Principal |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Students at Eastern Elementary School will reduce the overall gap as demonstrated on KPREP by improving our overall score 5% from 48.9% to 53.9%.

Measurable Objective 1:

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A 5% increase of Economically Disadvantaged and Hispanic or Latino students will increase student growth in proficiency in English Language Arts by 06/01/2017 as measured by KPREP.

Strategy1:

Curriculum - Eastern will provide instructional strategies and supports to increase student achievement in the area of reading. The school will monitor Common Core standards and intentionally integrate reading, Lucy Calkins writing across all content areas.

Category: Learning Systems

Research Cited:

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--|------------|------------|---------------------------|-------------------|
| Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe reading workshop instruction. | Professional Learning Academic Support Program | 07/01/2016 | 06/01/2017 | \$0 - No Funding Required | Tingle, Teachers |

| Activity - K-5 Aligned Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will meet to horizontally or vertically align standards, discuss pacing, strategies, and engage in cross-curricular instruction that integrates projects and culminating activities. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teachers, Tingle |

Measurable Objective 2:

A 5% increase of Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency on KPREP assessment in Mathematics by 06/01/2017 as measured by KPREP assessment.

Strategy1:

Minds in Math - Professional development will be shared with the faculty from teachers who attended Thinking Strategies for math instruction. Teachers will participate in learning walks to gather evidence for analysis to determine effectiveness of instructional practices in math.

Category: Professional Learning & Support

Research Cited:

| Activity - Instructional Rounds | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--------------------|
| Teachers will participate in Instructional Rounds to analyze data of implementation math workshop in the classroom. Teachers will gather evidence of critical thinking in math instruction and analyze school-wide impact. Teachers will be provided release time to observe math workshop instruction. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$0 - No Funding Required | Teacher, Principal |

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| Activity - Thinking Strategies for Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|--------------------------|-------------------|
| Two teachers provided professional development for implementing math workshop model. | Academic Support Program | 08/01/2016 | 06/01/2017 | \$800 - District Funding | Teachers |

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All students of Eastern Elementary School will demonstrate continuous growth as demonstrated by scoring proficiency in Program Reviews.

Measurable Objective 1:

A total of 187 Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Arts/Humanities in Art & Humanities by 06/01/2016 as measured by A/H Program Review..

Strategy1:

Practical Living/Career Studies - All students will increase understanding of wellness and overall life skills through explicit instruction in physical education, health, consumerism, careers, and social interaction. Students will have the opportunity to participate in longitudinal data collection of physical activity, extra-curricular activities, clubs, and special events that emphasize foundational skills for college and career readiness for all students.

Category:

Research Cited:

| Activity - Wellness Policy | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| The school Wellness Policy shall be reviewed by the PL/CS Committee in conjunction with staff input to submit to SBDM Council for approval of revisions. | Policy and Process | 09/04/2013 | 12/13/2013 | \$0 - No Funding Required | Practical Living/Career Studies Committee, SBDM Council |

Strategy2:

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Communication - All students will demonstrate on-going progress in communication as demonstrated through communication portfolios and Writing Program Review score.

Category:

Research Cited:

| Activity - Writing Program Review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Students will demonstrate continuous progress in writing through evidence submitted for scoring in writing program review. | Direct Instruction | 08/07/2013 | 05/30/2014 | \$0 - No Funding Required | Teachers, Literacy Committee, Principal |

| Activity - Communication Portfolio | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|------------------------------|
| All students will develop communication portfolio pieces as outlined in school's communication policy. | Direct Instruction | 08/07/2013 | 05/30/2014 | \$0 - No Funding Required | Teachers, Literacy Committee |

Strategy3:

Leader in Me - School-wide professional development for Leader in Me

Category:

Research Cited: Leader in Me

| Activity - Embed effective Leader in Me strategies and resources into instructional practices in grades K-5. | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| K-5 teachers will participate in on-going professional development provided through RTT-D funds to learn Leader in Me strategies. | Academic Support Program | 07/01/2013 | 06/30/2014 | \$0 - Race to the Top | OVEC |

Strategy4:

Art/Humanities Opportunities - Teachers will work collaboratively with A/H teacher to integrate A/H instruction, including the 4 genres of art, in the regular classroom. All students will have the opportunity to perform at a monthly PTO meeting. Students will experience exemplary artist work through assembly programs, artists works, artist in residence, and field trips. Opportunities to enrich students' talent will be provided through orchestra, chorus, and student portfolios.

Category:

Research Cited:

| Activity - Extra-curricular Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|----------------------------------|
| Students in 2nd - 5th grades will have the opportunity to join chorus or orchestra as extra curricular enrichment in the arts. They will perform for the school and community. | Academic Support Program | 08/01/2015 | 06/01/2016 | \$400 - General Fund | Art/Humanities teacher, Teachers |

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| Activity - Art/Humanities Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------|
| Arts/Humanities Committee will monitor school-wide implementation of A/H curriculum and report analysis of evidence to SBDM Council. FRYSC shall collaborate to schedule A/H assembly programs. | Academic Support Program | 08/01/2015 | 06/01/2016 | \$900 - FRYSC | Arts/Humanities Committee |

| Activity - Fifth Grade Art Showcase | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|------------|------------|-------------------------|-------------------|
| PTO will support funding of an artist in residence for fifth grade students to paint an acrylic painting on canvas. Paintings will be displayed in the library, school web page, and shared in the local newspaper. | Community Engagement | 01/01/2015 | 05/01/2016 | \$500 - Booster Fund | PTO, A/H teacher |

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?

Eastern Elementary is a small, rural school located in eastern Henry County. We serve a farming community; businesses located in our area are limited, there is one business in a 3-mile diameter of the school. We do receive support from local churches in the form of "Backpack Ministry" which continues to expand each year. In addition, several churches support our students with school supplies, Christmas donations, and donations of clothes. PBI Bank supports us each year with Christmas for kids. The bank supports this program with donations from customers.

We are a Title I school; our free/reduced population is around 63%. Due to our county's demographics, we have taken part in the Community Eligibility program giving us free breakfast and lunch to every student. This has improved our breakfast participation by 20%. Several of our students are transient as they are living in stressed economic situations, often moving to be near family support systems during times of financial hardships. Many of our students commute thirty minutes or longer to our school. Due to the large district that our school serves, we have buses that run a double route, which entails our opening our school at 7:25am for early bus room; the last bus leaves at 4:15pm. Due to change in transportation routes, students riding our second route buses often arrive at 8:00am. Some students come in late, leaving them little time to eat breakfast. Thus opportunities for before/after school support/enrichment are limited as many of our families cannot afford to transport students. Our minority population has increased and remains steady above 10%; as such, parents elected a minority SBDM Council member to serve this year.

Our school staff suffered reductions in staffing due to enrollment and sequestration. In addition, another position was lost, which necessitated re-structuring; we now have 9 homerooms, with one being a split kindergarten/first grade class, split first and second grade class and only one fifth grade. Our average teaching experience is 11 years. Our staff is changing as more experienced staff are retiring; we have one member in her first year of teaching, and two in their 5th year of teaching; one staff member shared with New Castle Elementary School. In the past years, we've had several teachers opt to leave for a school that is located closer to home; this has resulted in loss of precious professional development dollars, which were used to build leadership capacity in our building.

In conclusion, in spite of our economic challenges, rural location, and lack of business resources, we are still very much a community school. The support is evident in participation in our school events: Fall Festival, family night events, etc. Students often have sells for fundraiser equal to a much larger school. The school staff functions very much with a culture of teamwork; we're committed to implementing Leader in Me to fidelity in every classroom, school-wide. We maintain high expectations for all students and all staff. We aspire to be the best; excellence isn't an option.

School's Purpose

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

Our school mission statement is Community of Leaders and Talented Scholars; the mission statement was created with input from staff and students. Yet, our school has implemented Leader in Me, made possible with Race to the Top Grant. Our school vision statement is "Leading By Example Through Attitude, Determination, Excellence, Responsibility and Service;" students recite it each day at the morning announcements. Each classroom has developed its own vision statement. Leader in Me language is evident through observation of student interaction, student work samples, permanent road signs throughout the school, and intertwined in teacher instruction as evidenced by their Leadership Notebooks which students document their goals and progress.

Leader in Me reinforces that all students are capable of establishing/maintaining the "Seven Habits" necessary for optimum effectiveness in cooperatively working with others. Our certified and classified instructional assistants attended a four day professional development to learn each of the habits, how to establish each within personal and professional setting, and how to implement in the school setting with teaching both students and families. The habits instill effectiveness in being proactive, time management, effective communication, influences upon others/self, cooperation skills, and taking care of one's self. Opportunities for students to develop/learn interest are extended through offering clubs, Academic Team, Robotics, Future Problem Solvers, Running Club, HCHS drama, and student council.

We value celebrating student success; students participate in goal setting at the end of each MAP benchmark assessment; we recognize students that reach benchmark and achieve growth in each content assessed. Students that achieve proficient/distinguished on the KPREP are celebrated. All students feel valued as part of the process in supporting each other with peer tutoring, safety monitors, student council representatives, etc, student announcers, student assistant principal, etc. Individual achievement is recognized with Leader of the Month at our PTO meetings and published in the Henry County Local. Our awards program consists of recognition for students in academics, Arts/Humanities, Physical Education, and STLP Club.

We continue to strengthen our use of technology for student products focused on 21st Century Skills. Our Technology Plan is reviewed yearly and revised to best meet the needs of our students. We are committed to implementation of Thinking Strategies, incorporating reading workshop and math workshop to build capacity in problem solving and critical thinking skills. Thoughtful Education strategies are incorporated to differentiate for learners. Cross-curricular connections are embedded throughout the instructional day at all levels as evident in Program Reviews.

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.

Eastern Elementary School met our 2014-2015 achievement targets in all areas except Writing and Social Studies. The school's overall Program Review scores continue to be distinguished, with one sub-category in the proficient range. We have met as a staff and planned to improve this area of Primary Writing. We've committed to implementing Thinking Strategies, which has been possible through continued professional development. Most of the staff has attended training in Thinking Strategies.

Reading workshop model were implemented school-wide last year; math workshop model is a work in progress. Leader in Me is continuously embedded cross-curricular as evident in student work. A strong commitment to increased use of technology is evident in student use of technology and student products. The fall fundraiser is dedicated to supporting increased purchases to build capacity for implementation of technology for 21st Century Skills. This is taught through our librarian and our guidance counselor. The school continues to expand opportunities for extra curricular activities including student performances for show choir which this year they will be performing at Light Up Pleasureville, a community event.

Our largest area of concern is improving writing and social studies scores as we did not meet our targets for these areas. The staff will place emphasis upon these areas and develop capacity in quality writing instruction and tasks as well as utilize a former principal charged with the task of improving Social Studies. Teachers will visit classrooms and meet in PLC groups to analyze effectiveness of rigor and relevance of ELA instruction as the district focus is on Literacy. Family night events include emphasis on global competency, and STEAM education to increase support in the home.

Additional resources will be used to support families in different writing and reading strategies to support different learning styles. Each student will set MAP goals and develop a plan to meet those goals. Teachers will utilize the use of Descartes to determine individual strengths/weaknesses of student to assist in personalized learning.

Additional Information

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

Eastern Elementary School did meet our 2015-2016 achievement targets in all areas except Writing and Social Studies. The school's overall Program Review scores continue to be distinguished, with one sub-category in the proficient range. We have met as a staff and planned to improve this area of Primary Writing. We've committed to implementing Thinking Strategies, which has been possible through continued professional development. Most of the staff has attended training in Thinking Strategies.

Reading workshop model were implemented school-wide last year; math workshop model is a work in progress. Leader in Me is continuously embedded cross-curricular as evident in student work. A strong commitment to increased use of technology is evident in student use of technology and student products. The fall fundraiser is dedicated to supporting increased purchases to build capacity for implementation of technology for 21st Century Skills. This is taught through our librarian and our guidance counselor. The school continues to expand opportunities for extra curricular activities including student performances for show choir which this year they will be performing at Light Up Pleasureville, a community event.

Our largest area of concern is improving writing and social studies scores as we did not meet our targets for these areas. The staff will place emphasis upon these areas and develop capacity in quality writing instruction and tasks as well as utilize a former principal charged with the task of improving instruction as an instructional coach. Teachers will visit classrooms and meet in PLC groups to analyze effectiveness of rigor and relevance of ELA instruction as the district focus is on Literacy. Family night events include emphasis on global competency, and STEAM education to increase support in the home.

Additional resources will be used to support families in different writing and reading strategies to support different learning styles. Each student will set MAP goals and develop a plan to meet those goals. Teachers will utilize the use of Descartes to determine individual strengths/weaknesses of student to assist in personalized learning.