

# **Plan for Comprehensive School Improvement Plan 2016-17**

**Lewisburg Elementary School**  
Logan County

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## **Overview**

### **Plan Name**

Plan for Comprehensive School Improvement Plan 2016-17

### **Plan Description**

Lewisburg School CSIP 2016-17

Lewisburg K-8 Elementary/Middle School

## 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	Increase the percentage of non-duplicated gap students scoring proficient/distinguished in reading and math combined from 36.5% to 38.5% in elementary and 47% to 49% in middle school as evidenced on the 2017 KPREP test.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	Decrease the percentage of non-duplicated of GAP students scoring novice in reading from 24.8% to 22% in elementary and 18% to 15.6% in middle school by Dec. 2017 as evidenced by 2017 KPREP test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500
3	Increase the proficient/distinguished middle school reading average from 67.2% to 70.0% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Increase RTI intervention time by 50%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the use of student engagement strategies by 25%	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Provide ongoing Professional Development to ensure equitable access to effective educators	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	STATE PROFICIENCY GOAL: Increase the average combined reading and math KPREP scores in elementary from 46.8% to 73.0% proficient/distinguished by 2019 and the middle school will increase from 58.9% to 77.8% proficient/distinguished by 2019.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$16800

**Goal 1: Increase the percentage of non-duplicated gap students scoring proficient/distinguished in reading and math combined from 36.5% to 38.5% in elementary and 47% to 49% in middle school as evidenced on the 2017 KPREP test.**

**Measurable Objective 1:**

demonstrate a proficiency Increase overall percentage of non-duplicated GAP students in reading & math combined by 2% in Elem/Middle school by 12/15/2017 as measured by 2017 KPREP scores.

**Strategy 1:**

Literacy Strategies - Students will be exposed to a variety of literacy strategies to improve reading for meaning & comprehension during regular classroom instruction. Strategies will be introduced in faculty meetings and implemented by teachers during instruction. Student work samples will be shared and discussed during PLCs and monitored by the administration.

Category: Learning Systems

Research Cited: Petty, P., Super, D., & Bryant, J. (2013). Essentials of Reading: College and Career. Dubuque, IA: Kendall Hunt

Activity - Teacher Training on Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers K-8 with Literacy Strategies that work--Dr. Pam Petty, WKU Center for Literacy	Academic Support Program	01/03/2017	05/01/2017	\$500	Title I School Improvement (ISI)	Josh Matthews-Principal Chris Crain-Asst. Principal

**Goal 2: Decrease the percentage of non-duplicated of GAP students scoring novice in reading from 24.8% to 22% in elementary and 18% to 15.6% in middle school by Dec. 2017 as evidenced by 2017 KPREP test.**

**Measurable Objective 1:**

A 2% decrease of All Students will increase student growth by 2.5% less novice scores in reading. in Reading by 11/10/2016 as measured by 2017 KPREP Scores.

**Strategy 1:**

RTI - RTI will be increased through the restructuring of the master schedule to include both tier 2 and tier 3 interventions on a daily basis. This strategy will be implemented school-wide and progress monitored through data checks and analysis.

Category: Other - Inventions

Research Cited: Mattos, M. (2012). Simplifying RTI: Four Essential Guiding Principles

Activity - Small Group RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 interventions	Direct Instruction	01/03/2017	12/15/2017	\$1500	District Funding	Josh Matthews-Principal Chris Crain-Assistant Principal Grade level teachers

**Goal 3: Increase the proficient/distinguished middle school reading average from 67.2% to 70.0% by 2017.**

**Measurable Objective 1:**

increase student growth Increase the overall percentage of proficient/distinguished by 2.8% to 70.0% by Dec. 2017 by 12/15/2017 as measured by 2017 KPREP scores.

**Strategy 1:**

Literacy Strategies - Teachers will use a variety of literacy strategies through regular classroom instruction across the curriculum. Strategies will be introduced in faculty meetings and shared/discussed in PLCs.

Category: Professional Learning & Support

Research Cited: Petty, P., Super, D., & Bryant, J. (2013). Essentials of Reading: College and Career. Dubuque, IA: Kendall Hunt

Activity - Teacher Training on Literacy Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Train teachers K-8 on the latest Literacy strategies to improve reading for meaning & comprehension---Monitored through walk-throughs and PLCs.	Direct Instruction	01/03/2017	05/01/2017	\$0	No Funding Required	Josh Matthews-Principal Chris Crain-Asst. Principal Grade level teachers
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### Goal 4: Increase RTI intervention time by 50%

#### Measurable Objective 1:

increase student growth by increasing RTI interventions by 50% through the restructuring of the master schedule by 12/15/2017 as measured by Tier 2 and Tier 3 weekly learning checks & assessments.

#### Strategy 1:

RTI Strategies - RTI intervention time will be increased by extended class time and divided into tier 2 and tier 3 subgroups. This will be implemented through the restructuring of the master schedule to create more intervention time with students.

Category: Other - RTI

Research Cited: Buffum, A., Mattos, M., Weber, C. (2012). Simplifying Response to Intervention: Four Essential Guiding Principles

Activity - Teacher Training on RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train teachers on RTI strategies and four guiding principles of RTI through training videos and PLC sharing & discussions.	Academic Support Program	11/14/2016	12/15/2017	\$0	No Funding Required	Principal, Asst. Principal Grade Level Teachers

### Goal 5: Increase the use of student engagement strategies by 25%

#### Measurable Objective 1:

increase student growth by increasing the use of student engagement strategies by 25% and evidenced by walk-through and peer observations by 12/15/2017 as measured by Walk through instruments, principal & peer observations, & PLCs.

#### Strategy 1:

Rutherford Artisan Teacher Strategies - Teachers will be doing a book study with The Artisan Teacher: A Field Guide to Skillful Teaching and discussing in faculty meetings and PLCs. Teachers will implement strategies through regular classroom instruction and shared during PLCs.

Category: Integrated Methods for Learning

Research Cited: Rutherford, M. (2014). The Artisan Teacher: A Field Guide for Skillful Teaching

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Activity - Teacher Training/Book Study-The Artisan Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book study with faculty on The Artisan Teacher with discussions and implementation into regular classroom instruction	Direct Instruction	09/01/2016	05/01/2017	\$0	No Funding Required	Administration , grade level teachers

## Goal 6: Provide ongoing Professional Development to ensure equitable access to effective educators

### Measurable Objective 1:

collaborate to provide research-based teaching strategies to improve student engagement & achievement by 12/15/2016 as measured by Walk through instruments, principal & peer observations, & PLCs .

### Strategy 1:

Artisan Themes to address Technical Teaching - Themes that describe the technical work of teaching.

Clear Learning Goals. The ability of the teacher to identify and precisely express what students will know and be able to do as a result of a lesson.

Congruency. The ability of the teacher to design classroom activities that are accurately matched to clear learning goals.

Task Analysis. The ability of the teacher to identify and sequence all the essential steps necessary for mastery of a learning goal.

Diagnosis. The ability of the teacher to verify what students already know and can do for the purpose of determining where to begin instruction. .

Overt Responses. The ability of the teacher to regularly obtain evidence of student learning for the purpose of determining next steps for teaching/learning.

Mid-Course Corrections. The ability of the teacher to quickly adapt instruction to meet learning needs based on overt student responses.

Teachers will implement these themes into their daily classroom instruction to increase student engagement & achievement. These strategies will be shared and discussed in faculty meetings and PLCs.

Category: Continuous Improvement

Research Cited: Rutherford, M. (2014). The Artisan Teacher: A Field Guide to Skillful Teaching

Activity - Teacher Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in a in-depth book study of the Artisan Themes in Mike Rutherford's book, The Artisan Teacher: A Field Guide to Skillful Teaching. These strategies will be shared and discussed in weekly teacher meetings & PLCs.	Academic Support Program	09/01/2016	05/01/2017	\$0	No Funding Required	Administration , Grade level teachers
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**Goal 7: STATE PROFICIENCY GOAL: Increase the average combined reading and math KPREP scores in elementary from 46.8% to 73.0% proficient/distinguished by 2019 and the middle school will increase from 58.9% to 77.8% proficient/distinguished by 2019.**

**Measurable Objective 1:**

demonstrate a proficiency by increasing the average combined reading and math KPREP scores: Elementary from 46.8% to 73.0% P/D and middle school will increase from 58.9% to 77.8% by 12/02/2019 as measured by 2019 KPREP Scores in Reading and Math.

**Strategy 1:**

MIT Interventions - Early math interventions will be implemented in K-3 by the new Math Intervention Teacher (MIT).

Category: Early Learning

Research Cited: Research-based Add+VantageMR (AVMR) Math program by KDE

Activity - Math Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math trainings for MIT plus two teachers for the next four years.	Academic Support Program	08/01/2017	12/02/2019	\$15000	Title I Part A	MIT and math team

**Strategy 2:**

RTI Intervention - Small RTI groupings in Math and Reading

Category: Learning Systems

Research Cited: Mattos, M. (2014). Response to Intervention: Four Guiding Principles

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier 2 and Tier 3 RTI interventions	Direct Instruction	01/03/2017	12/02/2019	\$1800	Title I Schoolwide	Administration , Grade level teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Book Study	Teachers will participate in a in-depth book study of the Artisan Themes in Mike Rutherford's book, The Artisan Teacher: A Field Guide to Skillful Teaching. These strategies will be shared and discussed in weekly teacher meetings & PLCs.	Academic Support Program	09/01/2016	05/01/2017	\$0	Administration , Grade level teachers
Teacher Training on Literacy Strategies	Train teachers K-8 on the latest Literacy strategies to improve reading for meaning & comprehension---Monitored through walk-throughs and PLCs.	Direct Instruction	01/03/2017	05/01/2017	\$0	Josh Matthews-Principal Chris Crain-Asst. Principal Grade level teachers
Teacher Training on RTI	Train teachers on RTI strategies and four guiding principles of RTI through training videos and PLC sharing & discussions.	Academic Support Program	11/14/2016	12/15/2017	\$0	Principal, Asst. Principal Grade Level Teachers
Teacher Training/Book Study-The Artisan Teacher	Book study with faculty on The Artisan Teacher with discussions and implementation into regular classroom instruction	Direct Instruction	09/01/2016	05/01/2017	\$0	Administration , grade level teachers
<b>Total</b>					\$0	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Literacy Strategies	Train teachers K-8 with Literacy Strategies that work--Dr. Pam Petty, WKU Center for Literacy	Academic Support Program	01/03/2017	05/01/2017	\$500	Josh Matthews-Principal Chris Crain-Asst. Principal
<b>Total</b>					\$500	

### Title I Part A

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Trainings	Math trainings for MIT plus two teachers for the next four years.	Academic Support Program	08/01/2017	12/02/2019	\$15000	MIT and math team
<b>Total</b>					\$15000	

**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group RTI	Tier 2 and Tier 3 interventions	Direct Instruction	01/03/2017	12/15/2017	\$1500	Josh Matthews-Principal Chris Crain-Assistant Principal Grade level teachers
<b>Total</b>					\$1500	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Tier 2 and Tier 3 RTI interventions	Direct Instruction	01/03/2017	12/02/2019	\$1800	Administration , Grade level teachers
<b>Total</b>					\$1800	