



Comprehensive School Improvement Plan

Yellow Creek School Center
Bell County

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TABLE OF CONTENTS

Introduction.....	1
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Executive Summary

Introduction.....	3
Description of the School.....	4
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information	8

2013-14 Yellow Creek School Center CSIP

Overview.....	10
Goals Summary.....	11
Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017.....	12
Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.....	13
Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.....	15
Goal 4: Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.....	19
Goal 5: Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.....	22
Goal 6: Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.....	23
Goal 7: Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.....	24
Activity Summary by Funding Source.....	28

KDE Needs Assessment

Introduction..... 38

Data Analysis..... 39

Areas of Strengths..... 41

Opportunities for Improvement..... 43

Conclusion..... 44

KDE Assurances - School

Introduction..... 46

Assurances..... 47

Title I Schoolwide Diagnostic

Introduction..... 53

Component 1: Comprehensive Needs Assessment..... 54

Component 2: Schoolwide Reform Strategies..... 65

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 76

Component 4: High Quality Professional Development for Principals, Teachers, and
Paraprofessionals..... 83

Component 5: Strategies to Attract Highly Qualified Teachers 90

Component 6: Parent Involvement..... 97

Component 7: Transition to Kindergarten..... 101

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic
Assessments To Inform Instruction..... 102

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 111

Component 10: Coordination and Integration of Programs..... 121

Compliance and Accountability - Elementary Schools

Introduction..... 133

Planning and Accountability Requirements..... 134

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Situated in Middlesboro, Kentucky, Yellow Creek School Center is a preschool through eighth grade educational institution. Our school is comprised of approximately 570 students, 37 certified full time employees plus 2 preschool teachers, 24 classified full time employees, and 19 itinerant employees (certified and/or classified). In addition, our school clinic has 1 nurse and 1 nurse's assistant. Within our school, we also have a family resource center, which also seeks to serve and provide supportive services to our students and families. In the past three years, we have increased our technology for students and teachers by obtaining two computer labs, mobile labs, teacher computers, active boards, and document cameras to aid with instruction and learning. Furthermore, all of our staff strives to provide the utmost educational opportunities and experience for our students.

Our ever growing and changing region has made and continues to make a rich historical mark in our area. For the most part, our town has a foundational history that dates back to the pre-Civil War era, including before Kentucky became a state. For example, our town lies within the Cumberland Gap, the trail that Daniel Boone used to navigate his way through the Cumberland Mountains. Moreover, our area offers state and national parks, hometown festivals, historical re-enactments, and a sense of community pride. Within our area, we have a community college, technical college, and a university available for inspiring our students to acquire a higher education and plan for their future career. Since this is a family oriented town, many of our students will plan their futures to include remaining in this area.

Our unique location has a major impact on our school's environmental community. As a direct result, we have a constant rate of transitioning students within our student population. Being a block away from the town's independent school system, bordering Tennessee and Virginia, transition with our own district, and the normal family transitioning aspects are several factors that affect our school's population and instructional outcomes.

One could surmise that we are mainly constructed of an inner city perspective with an Appalachian influence. Many of our families are grounded in the coal mining industry. Also, many of our students live within the town limits. In addition, our community continues the traditions of our Appalachian culture and thrives as a small town where everyone knows each other.

Yellow Creek School's greatest challenge for the past three years has been an explosion of our school's population. We have increased our student population by one-third compared to our status from three years ago, and we continue to grow. With such a tremendous growth in students, space for instruction within our building is extremely limited. Beyond the regular classroom instruction, our curriculum demands space for small group instruction for reading, math tutoring, response to intervention, mentoring, counseling, special services, and one on one tutoring. Therefore, plans are currently being developed and implemented to increase the size of our building, including additional classrooms, expanding our cafeteria, extra restrooms, and providing additional space for small group instruction. Through the expansion of our building, we will be able to better support and meet the educational needs of our students at Yellow Creek School Center.

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.

Yellow Creek School Center's main purpose is to assist parents in developing productive and educated citizens for our community and world. Our mission at YCS is threefold: to educate, to encourage, and to engage all students to be the best they can be in order to meet their full potential as human beings. As a result of our mission, we have very high, however, appropriate expectations for each of our students. In addition, we believe that every child can learn if given the right opportunity, tools, instruction, and guidance. We want our students to become independent learners. Furthermore, we celebrate student achievement and success as well as implement an action plan to help students improve. We strive to appreciate and value each child, their gifts and talents, and their abilities.

With our overall program and curriculum, instruction is based on the foundation of the Kentucky Core Academic Standards. Teachers have deconstructed standards, implemented research based instructional strategies, and created units, lessons, and assessments, which follow the rigor of these standards. In addition, we have implemented the state mandated program reviews to ensure that we are providing instruction to include art/humanities, practical living/careers, and writing across all content levels. Furthermore, we have developed a school-wide writing policy that all teachers include within their classrooms. Our program review process reflects high educational standards and expectations for our school.

In order to accomplish our purpose, vision, and mission, our school offers a wealth of educational programs to help students achieve to their fullest potential. First, all students in Kindergarten through eighth grade complete the Measures of Academic Progress (MAP) assessment three times a year as a means of monitoring student progress. This test measures achievement in language, reading, math, and science. Because MAP is aligned with the Kentucky Core Academic Standards, the data is used to help drive classroom instruction, RTI classes, tutoring, and corrective reading and math classes. Students also set MAP goals before testing as a means of self monitoring their own achievement and as a way for students to be aware of their own progress. In addition, our teachers and staff can be more productive and effective in targeting the academic needs of our students. After MAP is administered, immediate feedback and results are available for each student. Through this program, a report designed for each student containing specific skills needed for improvement in each content area is available to teachers. By using this report, teachers and staff can monitor each student's achievement with these specified skills and provide strategies and interventions to help students personally improve. Moreover, we recognize and award students for achievement and improvement on MAP during our MAP Recognition Program. Equally important, our MAP testing has opened a line of communication with parents, and has provided talking points pertaining to their child's growth, achievement, and academic needs.

Second, during the past three years, our school has targeted reading for student improvement in Kindergarten through eighth grade. At YCS, we understand that reading is crucial to learning, and students must read and comprehend at a high level in order to achieve in all content areas; therefore, we have implemented several programs to help our students gain skills and succeed in reading. In conjunction with our current core reading program, Success for All (SFA), students in Kindergarten through third grade receive supplementary reading instruction through the Reading Mastery program and Novel Studies as part of funding from our Elgin grant. Students are selected for each additional reading program based on their current skill level in reading. With SFA and Reading Mastery, students are assessed, monitored, and placed according to their current skill level. Furthermore, intervention for targeting low achieving students in reading is provided by our staff using the program Alphie's Alley. In grades 4-8th, the Corrective Reading Program and Reading Coach are being used to target students, who are below grade level in reading. In addition, select students are assigned to an RTI reading class based on the results of their MAP assessment. Moreover, language arts teachers are currently implementing the Kentucky Core Academic Standards, and teachers have aligned units/instruction to coincide with these standards. These teachers have also attended a variety of rigorous and targeted professional development focusing on diverse instructional strategies to implement with all of our students at YCS. Finally, all students in our school utilize the Successmaker program (computer based) for reading, which is designed, based on each student's individual needs and

allows each student to progress through skill levels at their own learning pace. Reports are available to in order to monitor student progress with Successmaker for reading.

Third, we have targeted math as an area for student growth at our school. In Kindergarten through third grade, we have updated our math program to include the Envision math materials, while our 4-8th grade teachers instruct students using units and strategies based on the Kentucky Core Academic Standards. In order to aid student math improvement and success, our school provides several additional programs besides regular classroom instruction for students. We offer corrective math to students who qualify for this program. Through our Gear Up grant, we have been able acquire a math tutoring program for our students and purchase additional supportive resources for classroom instruction. Also, we have assigned our Americorp worker to tutor low achieving students in math as well. Moreover, we offer algebra to our eighth grade students who qualify for this class. Last, all students utilize the Successmaker program for math (like Successmaker reading), and students progress at their own rate through an individualized math program specific for each student's own learning needs.

Last but not least, Yellow Creek School offers other opportunities for our students to succeed. During our Before School and After School Academic Academy students can receive extra support and one on one or small group tutoring for reading or math. Also, students in eighth grade are assigned a teacher mentor, coordinated through our Gear Up program, for the year, and students meet with their mentor twice a month to plan goals, discuss their future, and counsel students about their academic career. Furthermore, Gear Up sponsors a leadership team of eighth grade students who meet together to implement service projects within our school and community as well as explore various college opportunities within our area. In addition, we provide extracurricular activities after school such as: Academic Team, STLP, Art Club, various sports, cheerleading, Science Olympiad. We respect the right to encourage growth and development of the whole student.

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.

During the past five years, Yellow Creek School Center has achieved notable improvement as compared to schools within our own district. For two consecutive years, our school KPREP test scores ranked highest in the district. In addition, our middle school has received a proficient rating for the past two years, and the middle grades language mechanics and writing scores were placed first in the district two years ago. In addition, our third grade reading results improved with 50% of our students scoring proficient or distinguished. Consequently, we believe improvement with our third grade reading has been the direct result of our efforts to target reading content specifically in our elementary grade levels.

Our current 2013 KPREP state data report shows that our middle school is proficient, which places our middle school in the 71 percentile; however, our elementary is in the needs improvement category. In elementary, writing and language mechanics ranked 2nd and reading ranked 3rd within our district. Our middle school ranked 2nd in social studies, 3rd in writing and language mechanics, reading, and math within the district as well. Furthermore, our elementary ranked 2nd with a 52.9% growth as compared to other schools in our district while our middle school ranked 2nd with Gap at 52.6%. The data report represents improvements made with targeting students for growth.

Overall, the results of our Explore assessment for middle school shows that we ranked 2nd in the district. Our composite score increased from 15.3 in 2012-13 to 15.7 in 2013-14, and every content area tested (English, reading, math, science) increased in overall performance. In English, 74.4% of our students met their benchmark. According to the results of this assessment, Yellow Creek ranked 2nd in overall composite score, English and math, and 3rd in reading and science. As a result, this is an area of improvement for our school.

In addition to KPREP and Explore testing, our students are evaluated three times a year using the MAPS assessment as part of our Elgin grant. In comparison of fall 2012 to fall 2013, data has indicated that we have experienced significant growth (from 40% to 70%) across reading, language, math, and science in all grade levels (see NWEA school overview report). Our current report for fall 2013 indicates that our 8th grade class scored 60% in reading which is above the district average of 55%; other grade levels were slightly below the district average. Furthermore, our 8th grade class scored 60% in language while the district average was 54%. Our greatest area of improvement needed is the content areas of math. We were below district levels across all grade levels. Also, various data reports for each students, class, and grade level are available for teachers to access and use when placing students into specific RTI classes in order to improve their skill levels. The Des Carte report provides a list of skills needed for each child to master, and teachers prepare lesson plans based on the skills needed for improvement for RTI classes. In addition, students use their previous MAPS score or RIT to set goals for future learning, achieving, and testing.

Yellow Creek School Center has received several notable awards of recognition this past year. We were recognized with the award of College for Every Student (CFES) by the School of Distinction through Berea College in 2012-2013. This prestigious award is given for a school that motivates learning about career and future choices. Our school met the requirements by providing opportunities for students to learn, discuss, and investigate various careers. In addition, YCS was awarded the People's Choice Award for the top school in our community as voted and selected by parents. Both awards honor the tremendous efforts of our staff and students.

Additional Information

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

Yellow Creek School Center was established 48 years ago in Bell County, Kentucky. At that time, the school building itself was small, with no gymnasium, and an average student population as compared to other schools in our area. Currently, our building is at the beginning stages to undergo its second renovation to expand our building and instructional space due to the continued increasing numbers of our student population and educational needs. In addition, throughout the years, we have also added additional certified and classified members to our staff to accommodate not only our increased student population, but also the ever changing world of education and its expectations. Currently, we have several additional resources to extend students' educational opportunities at Yellow Creek School Center. Our school is the recipient of Gear Up, which is a college and career focused grant. Through Gear Up, our students have many opportunities to explore various colleges, attend field trips, listen to guest speakers, participate in leadership, receive mentoring, and investigate careers. Gear Up also has provided resources and materials for reading, math, and language instruction within the classroom. Our school will benefit from this grant for four more years.

Next, our school has increased technology within our building. Every classroom has an active board and document camera. In addition, we have two computer labs, two mobile labs, and several sets of active voters. In the near future, we are planning to add an I-pad mobile lab as well.

Other support services for our school include: Family Resource Center, Comprehensive Care counselor, district assigned counselor, special education services, speech therapy, vision teacher, etc. Our Family Resource coordinator takes students, who qualify, to the dentist every week, which is sponsored by an Elgin grant. As part of our Elgin grant, all students receive free/reduced lunch. Furthermore, our students also receive vision and hearing screenings as well through Quality Care. Moreover, our Family Resource Center provides many students with school supplies, clothing, shoes, and weekend food bags. Some of our students receive regular counseling students from either our school assigned counselor or our Comp Care counselor. Special education services are also provided for many of our students as well. Last, but not least, we provide extra-curricular activities for our students, ranging from sports, cheerleading, art club, academic team, Science Olympiad, STLP, before and after school Academic Academy (tutoring), etc. We believe that if students are involved in school than they will most likely stay in school.

2013-14 Yellow Creek School Center CSIP

Overview

Plan Name

2013-14 Yellow Creek School Center CSIP

Plan Description

December 2013

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$26320
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$31320
3	Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.	Objectives: 1 Strategies: 5 Activities: 15	Organizational	\$25820
4	Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$19320
5	Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$349
6	Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
7	Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy 1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason
Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Other	Jerry Lawson, Christel Hoskins, Math Teachers

Strategy 2:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0	Other	Jerry Lawson, Heather Hopkins, YCS Staff
Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000	District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders
Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320	Other	Jerry Lawson, Christel Hoskins, Tammie Sanders
Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000	District Funding	Jerry Lawson, YCS Staff
Activity - Alphonse's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphonse's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0	Other	Jerry Lawson, Donna Mason, YCS Staff

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy 1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Activity - Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000	Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Strategy 2:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter
Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000	District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders
Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320	Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman
Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000	District Funding	Jerry Lawson, YCS Staff

Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy 1:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Activity - Alphonse's Alley	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Yellow Creek School Center

Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0	No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck
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Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

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

Yellow Creek School Center

Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000	District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff
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Activity - Corrective Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320	Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500	Other	Jerry Lawson Christel Hoskins Jennifer Martin

Strategy 2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

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

Yellow Creek School Center

The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason
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Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Strategy 3:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0	No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Strategy 4:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

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

Yellow Creek School Center

Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Donna Mason
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Strategy 5:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Goal 4: Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

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

Yellow Creek School Center

Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff
Activity - Successmaker Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff
Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter
Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff
Activity - Corrective Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff
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Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320	Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Strategy 2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Donna Mason

Strategy 3:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy 4:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler

Goal 5: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the PGES system.

Strategy 1:

Professional Growth and Effectiveness System - Teachers will be evaluated through the Professional Growth and Effectiveness System (TPGES) as established and mandated by the state.

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0	No Funding Required	Principal Teachers CIITS Coordinators

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Professional Learning Plan TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Student Voice.	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	Suerintendent District PGES Coordinator Principal Teachers
Activity - Develop Plan for TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-14 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2014	\$0	No Funding Required	Distric PGES Team
Activity - PBS Learning and Peer Observation Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachersseerving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	08/30/2014	\$0	No Funding Required	Superintende nt District PGES Principals
Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Observation Certification: pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	09/01/2013	08/30/2014	\$349	District Funding	CIITS Coordinators Principals Teachers
Activity - ISLN District Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation is ISLN	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	District Curriculum specialists Principals Teachers
Activity - District Participation in PGES Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2014	\$0	No Funding Required	District PGES Coordinator

Goal 6: Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the percentage of effective Principals; however data is currently unavailable. Goal and objective data will be set after baseline data is collected by 05/30/2015 as measured by the PGES system.

Strategy 1:

Professional Growth and Effectiveness System (PPGES) - Principals will be evaluated using the Principal Professional Growth and Effectiveness System (PPGES) as mandated by the state.

Activity - PPGES Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Leadership Team will develop an implementation plan for the PPGES for 2014-15 statewide implementation.	Policy and Process	12/01/2013	07/30/2014	\$0	No Funding Required	District PGES Team
Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2014	\$0	No Funding Required	Principals District PGES Coordinator
Activity - Develop Growth Goals/Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-15.	Other	07/01/2014	10/31/2014	\$0	No Funding Required	Suerintendent /Designee Principals
Activity - Observation Completion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	No Funding Required	Superintende nt/Designee Principals
Activity - KDE PGES/ISLN Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	05/30/2015	\$0	No Funding Required	District PGES Coordinator Superintende nt

Goal 7: Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy 1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Activity - Gear Up Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/Orientation	08/06/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Teacher Mentors
Activity - Operation Preparation for 8th Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Teachers/Staff
Activity - Transition Meeting for 8th Grade	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Transitioning Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and implement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Teachers
Activity - ILPs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Linda Lawson Brian Yankey Practical Living/Career Teacher Technology Teacher
Activity - Explore Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Yellow Creek School Center

Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0	District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers
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Activity - Career and College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a College and Career Day where students will wear college t-shirts and give a presentation about a career of their choice.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Career Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend a Career Connection program sponsored by our Gear Up program. Professional career workers will present, discuss, and answer questions about their chosen profession.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy 2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness components.	Academic Support Program	09/03/2013	05/30/2014	\$0	Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy 3:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Yellow Creek School Center

Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0	Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0	No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Automaticity	All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Jerry Lawson, Christel Hoskins, Math Teachers
Gear Up Math Tutor	Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor
Americorp Math Tutor	Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500	Jerry Lawson Christel Hoskins Jennifer Martin
Gear Up Math Tutor	The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor
Math Tutoring Program	Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman
Math and Reading Successmaker	Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0	Jerry Lawson, Heather Hopkins, YCS Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Automaticity	All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Jerry Lawson, Christel Hoskins, Math Teachers
Math Tutoring Program	Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320	Jerry Lawson, Christel Hoskins, Tammie Sanders
Alphie's Alley Reading Tutoring	Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0	Jerry Lawson, Donna Mason, YCS Staff
Total					\$84780	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Connection	Students will attend a Career Connection program sponsored by our Gear Up program. Professional career workers will present, discuss, and answer questions about their chosen profession.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Middle School Teachers
Laying the Foundation Training	Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0	Jerry Lawson Tammie Sanders Middle School Teachers
Instructional Materials and Resources	Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness components.	Academic Support Program	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Middle School Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Laying the Foundation Math/ELA Training	Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBS Learning and Peer Observation Module	Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	08/30/2014	\$0	Superintendent District PGES Principals
Program Reviews	Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler
District Participation in PGES Webcasts	District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2014	\$0	District PGES Coordinator
Classroom Walkthroughs	Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Donna Mason
Elgin Kindergarten Early Literacy Skills Assessment	All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Comprehensive School Improvement Plan

Yellow Creek School Center

Brigance Screening for Kindergarten	All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson
Observation Completion	Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0	Superintendent/Designee Principals
Math and Reading Successmaker	Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz
Operation Preparation for 8th Grade	Develop, promote, and implement Operation Preparation for 8th grade students	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Teachers/Staff
Gear Up Mentoring	Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/Orientation	08/06/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Teacher Mentors
KDE PGES/ISLN Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	05/30/2015	\$0	District PGES Coordinator Superintendent
Professional Learning Plan TPGES	Teachers will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Student Voice.	Professional Learning	08/01/2013	06/30/2014	\$0	Superintendent District PGES Coordinator Principal Teachers
Primary Program Review	Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Hope Carroll Mitch Bailey
Successmaker Reading	Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter
Develop Growth Goals/Plan	All principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-15.	Other	07/01/2014	10/31/2014	\$0	Superintendent/Designee Principals

Comprehensive School Improvement Plan

Yellow Creek School Center

Waterford Reading and Math	This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart
Reading Mastery	Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff
MAPS Assessment	As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0	Jerry Lawson Donna Mason All content area teachers/staff
Math and Reading Target Teams	The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter
Transition Meeting for 8th Grade	At Transitioning Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and impement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Teachers
Classroom Walkthroughs	Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0	Jerry Lawson Donna Mason Mitch Bailey
Successmaker Math	Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

PLC Meetings	The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason
RTI Classes	Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff
Reading Coach	Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter
Corrective Math	The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff
Math and Reading Target Teams	The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason
Develop Plan for TPGES	District Leadership Team will develop an implementation plan for the TPGES for 2013-14 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2014	\$0	District PGES Team
ISLN District Participation	District Participation is ISLN	Professional Learning	08/01/2013	06/30/2014	\$0	District Curriculum specialists Principals Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Successmaker Reading and Math	Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5
ILPs	Students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Linda Lawson Brian Yankey Practical Living/Career Teacher Technology Teacher
PPGES PD 360	Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2014	\$0	Principals District PGES Coordinator
Corrective Reading	The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff
CIITS	Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0	Principal Teachers CIITS Coordinators
Other Program Reviews	Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey
PPGES Plan	The District Leadership Team will develop an implementation plan for the PPGES for 2014-15 statewide implementation.	Policy and Process	12/01/2013	07/30/2014	\$0	District PGES Team

Comprehensive School Improvement Plan

Yellow Creek School Center

PLC Meetings	Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter
MAPS Assessment	Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0	Jerry Lawson Donna Mason
Alphie's Alley	Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck
Professional Learning Communities	Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Middle School Teachers
Career and College Day	Establish a College and Career Day where students will wear college t-shirts and give a presentation about a career of their choice.	Career Preparation/Orientation	09/03/2013	05/30/2014	\$0	Jerry Lawson Tammie Sanders Middle School Teachers
Reading Coach	Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter
Corrective Math	The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5
Total					\$0	

District Funding

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Explore Analysis	Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0	Jerry Lawson Donna Mason Tammie Sanders Teachers
Corrective Math and Reading	Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders
Before and After School Academy (ESS)	Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000	Jerry Lawson, YCS Staff
Corrective Reading and Math	Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Jerry Lawson, Amanda Slusher, Tammie Sanders
Corrective Reading	Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff
Before and After School Academy (ESS)	Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000	Jerry Lawson, YCS Staff
Principal Observation Certification	Principal Observation Certification: pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	09/01/2013	08/30/2014	\$349	CIITS Coordinators Principals Teachers
Total					\$13349	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

By analyzing our school's testing data, we are seeking answers to the following questions: What content areas can we celebrate as successes? What does the data reveal about our overall strengths and/or weaknesses? Which content areas are students demonstrating growth? At what grade level and content area do we need to target for concentrated improvement and growth? Which students show the least growth and why? These are some of the questions that our data can help us answer in order to evaluate our educational program offerings and aid in taking positive steps to address student needs and improve student growth.

Analysis of the KPREP data reveals that for 2012-13 our middle school is recognized as proficient. In our overall score shows our middle school at 59.0 falling within the 71 percentile in Kentucky. Although we did not meet our annual measureable objective (AMO), we did meet our participation rate goal. In the four components for middle school, achievement scored our highest at 72.8, growth at 58.6, gap at 52.6, and CCR at 46.7. According to our state testing data report, math (54.7) and language mechanics (52.0) are our greatest areas for improvement.

On the Explore data report, YCS placed second in our district for an overall composite score of 15.7 for 2013-14. In language and math, we ranked second in comparison to the other schools in our district, and we ranked third in reading and science. Our area of greatest need for improvement is still math with only 32.6% of our students meeting the benchmark.

In addition to KPREP and Explore testing, our students are tested three times per year using the MAPS assessments as required by our Elgin grant. According to assessment data comparing student growth from the fall of 2012 to fall of 2013, several grade levels have shown a percentage of student growth in math above 50%. Furthermore, data reveals that again math is the area to target for improvement with our middle school students. As students partake in the MAPS testing throughout the year, we will be able to track individual student growth in math and target students who need additional intervention.

As defined by our KPREP data for 2012-13, our elementary school received an overall score of 53.3, which places our elementary in the needs improvement category. We ranked in the 33% in Kentucky. Although we did not meet our annual measurable objective, we did meet our participation rate goal. In the three measurable components, our elementary scored the highest with 64.8 in achievement, 42.4 in gap, and 52.9 in growth. Analysis of our individual core content scores reveal that math is an area to target for improvement.

Our elementary school is also required to partake in the MAPS testing three times a year according to the Elgin grant. The comparison data for fall 2012 to fall 2013 shows that our third through fifth grades have achieved above 40% growth in math. While this growth significant, math is still an area in need of improvement.

In order to maintain consistency and track our primary students, MAPS testing is also required in Kindergarten through 2nd grade. The common area for improvement is also math.

Through the analysis and the compilation of all data for our elementary and middle schools, math is considered the common area for needing improvement for all grade levels.

Consequently, the data does not address several aspects relating to student achievement. The analysis of the state testing data does not provide information concerning the breakdown of specific skills pertaining to math and the grade levels highly affected. It only provides basic information about which grade levels are progressing in math and which are not. Our student reports based on MAPS testing aid our teachers in sufficiently distinguishing each child's strengths and weaknesses in math content and skills; therefore, each child's individual math needs for improvement can be addressed through response to intervention and/or math tutoring. Also, due to our school's high rate of student transition, the data does not address student transition, previously taught standards, and if these standards are aligned with our district/state.

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?

By analyzing our school's testing data, we are seeking answers to the following questions: What content areas can we celebrate as successes? What does the data reveal about our overall strengths and/or weaknesses? Which content areas are students demonstrating growth? At what grade level and content area do we need to target for concentrated improvement and growth? Which students show the least growth and why? These are some of the questions that our data can help us answer in order to evaluate our educational program offerings and aid in taking positive steps to address student needs and improve student growth.

Analysis of the KPREP data reveals that for 2012-13 our middle school is recognized as proficient. In our overall score shows our middle school at 59.0 falling within the 71 percentile in Kentucky. Although we did not meet our annual measureable objective (AMO), we did meet our participation rate goal. In the four components for middle school, achievement scored our highest at 72.8, growth at 58.6, gap at 52.6, and CCR at 46.7. According to our state testing data report, math (54.7) and language mechanics (52.0) are our greatest areas for improvement.

On the Explore data report, YCS placed second in our district for an overall composite score of 15.7 for 2013-14. In language and math, we ranked second in comparison to the other schools in our district, and we ranked third in reading and science. Our area of greatest need for improvement is still math with only 32.6% of our students meeting the benchmark.

In addition to KPREP and Explore testing, our students are tested three times per year using the MAPS assessments as required by our Elgin grant. According to assessment data comparing student growth from the fall of 2012 to fall of 2013, several grade levels have shown a percentage of student growth in math above 50%. Furthermore, data reveals that again math is the area to target for improvement with our middle school students. As students partake in the MAPS testing throughout the year, we will be able to track individual student growth in math and target students who need additional intervention.

As defined by our KPREP data for 2012-13, our elementary school received an overall score of 53.3, which places our elementary in the needs improvement category. We ranked in the 33% in Kentucky. Although we did not meet our annual measurable objective, we did meet our participation rate goal. In the three measurable components, our elementary scored the highest with 64.8 in achievement, 42.4 in gap, and 52.9 in growth. Analysis of our individual core content scores reveal that math is an area to target for improvement.

Our elementary school is also required to partake in the MAPS testing three times a year according to the Elgin grant. The comparison data for fall 2012 to fall 2013 shows that our third through fifth grades have achieved above 40% growth in math. While this growth significant, math is still an area in need of improvement.

In order to maintain consistency and track our primary students, MAPS testing is also required in Kindergarten through 2nd grade. The common area for improvement is also math.

Through the analysis and the compilation of all data for our elementary and middle schools, math is considered the common area for needing improvement for all grade levels.

Consequently, the data does not address several aspects relating to student achievement. The analysis of the state testing data does not provide information concerning the breakdown of specific skills pertaining to math and the grade levels highly affected. It only provides basic information about which grade levels are progressing in math and which are not. Our student reports based on MAPS testing aid our teachers in sufficiently distinguishing each child's strengths and weaknesses in math content and skills; therefore, each child's individual math needs for improvement can be addressed through response to intervention and/or math tutoring. Also, due to our school's high rate of student transition, the data does not address student transition, previously taught standards, and if these standards are aligned with our district/state.

Opportunities for Improvement

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

According to the analysis of our state testing data, Explore, and MAPS assessment, math is the overall area for improvement across all grade levels to target for this year. Currently, Yellow Creek School has implemented several ways to address the area of math across each grade level. Our math classes offered in the primary grades will be departmentalized like the elementary and middle grades. By departmentalizing math at the primary level, our math teachers can better collaborate with each other, track student progress, identify strengths/weaknesses of our math program, and address individual student needs in regard to math skills. Also, primary grades are in the second year of implementation of the new Envision math, which is aligned with the Kentucky Core Academic Standards and provides RTI lessons for additional instruction in order to meet student needs. Next, all grade level math classes will practice automaticity and track student progress. Data and documentation of automaticity is collected on a regular basis, evaluated, and reported to the district office. In addition, students will have opportunities to improve their individualized math skills through the implementation of the computer based Successmaker Math program. Through this ability based program, students can improve their math skills at their own level and pace as well as be tracked through progress monitoring reports available to teachers.

Various math tutoring programs are implemented at YCS to aid students with demonstrating improvements with their math skills and concepts. Our Gear Up grant has funded our corrective math program, which provides intervention, for our elementary and middle grades. In addition, Gear Up has provided a math tutor to work directly with students in elementary and middle school who need additional instruction and correction in math. Our Americorp program works with small groups of students in grades three through six to also provide additional instructional support in math. Furthermore, our school provides before and after school Academic Academy, which provides additional math tutoring for students.

MAP testing for all students in Kindergarten through eighth grade is required three times per year as required by our Elgin grant. Consequently, this is a universal screening used specifically to track student progress in several subject areas including math. As a result, teachers can access student data, analyze this data, set goals for improvement with the student, target students for math intervention, and create an individualized set of skills for each student to progress and master; therefore, the teacher can appropriately and effectively address each student's needs with math skills.

Last, Yellow Creek School teachers work on a professional level to increase student achievement and growth in math. Our math teachers continue to work in conjunction with our math curriculum specialist to improve knowledge and instructional strategies in order to benefit student growth. Also, math teachers have attended professional development specified for their content area. For example, our middle school math teacher attended the Laying the Foundation training offered by NMSI. In addition, our math teachers collaborate with one another to share materials, instructional strategies, and information regarding student success in math.

Conclusion

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

To sum it up, our teachers and staff are working diligently to improve the area of math at Yellow Creek School Center. Math has been an area of concern not only at our school, but also within our school district for the past several years. Overall changes of the Kentucky Core Academic Standards in math, revision of the district math curriculum and units, and data analysis of math assessments continue to be a work in progress for our school. Due to the recent changes of our math standards, we understand that we must be proactive in order to close achievement gaps with our students. We believe that a firm foundation of math skills must first be achieved and retained in order for students to build on higher level math skills and progress to the appropriate level and expectations.

Our next steps to achieve higher math scores and increase student success include several avenues. The math programs and intervention opportunities currently in place will continue because of marked success at this time. Professional development offered specifically for math tailored for our school and student needs will be offered for our teachers and staff. Also, analysis of our math assessment data (state testing, MAPS, Explore, formative/summative, etc.) will be used to plan research based instructional strategies, target individual student intervention, and track student progress. Moreover, the addition and renovation of our building within the upcoming year will provide more space for learning; extend our available technology, and possible additional staff helping to reducing the teacher/student ratio. Furthermore, our Gear Up grant will continue to purchase math resources that are aligned with the current standards. Equally important, our school will seek additional help from our district's math curriculum specialist. Through the implementation of these next steps, it is our vision that our students will gain the necessary math skills to show improvement at our school.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

Comprehensive School Improvement Plan

Yellow Creek School Center

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Yellow Creek School Center

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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

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

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

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

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

Comprehensive School Improvement Plan

Yellow Creek School Center

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Yellow Creek School Center

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		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators 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.	No	In order to fulfill our educational goals with our students, Title I teachers (seven total) were used to provide instruction to students as part of our academic program. Due to the expansion and growth of our student population, it was imperative to use these teachers in order to meet our cap size requirements.	

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Activity - Alpie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alpie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Goal 2:

SY 2013-2014

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Page 55

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Comprehensive School Improvement Plan

Yellow Creek School Center

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Strategy2:

Comprehensive School Improvement Plan

Yellow Creek School Center

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Goal 3:

Comprehensive School Improvement Plan

Yellow Creek School Center

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Activity - Alphie's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Strategy2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy3:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Strategy4:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Yellow Creek School Center

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy2:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320 - Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Strategy3:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Strategy2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componentets.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy3:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Alphie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Strategy2:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the

Comprehensive School Improvement Plan

Yellow Creek School Center

School Report Card.

Strategy1:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Alpie's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Strategy2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy3:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy4:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy2:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy3:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320 - Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy2:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Strategy3:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componenets.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstедler Brian Yankey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstедler

Strategy2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Goal 5:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System - Teachers will be evaluated through the Professional Growth and Effectiveness System (TPGES) as established and mandated by the state.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Professional Learning Plan TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Student Voice.	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	Suerintendent District PGES Coordinator Principal Teachers

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0 - No Funding Required	Principal Teachers CIITS Coordinators

Activity - PBS Learning and Peer Observation Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachersseerving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	08/30/2014	\$0 - No Funding Required	Superintendent District PGES Principals

Activity - District Participation in PGES Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District PGES Coordinator

Activity - ISLN District Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation is ISLN	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District Curriculum specialists Principals Teachers

Activity - Develop Plan for TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-14 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2014	\$0 - No Funding Required	Disrict PGES Team

Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal Observation Certification: pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	09/01/2013	08/30/2014	\$349 - District Funding	CIITS Coordinators Principals Teachers

Goal 6:

Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the percentage of effective Principals; however data is currently unavailable. Goal and objective data will be set after baseline data is collected by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System (PPGES) - Principals will be evaluated using the Principal Professional Growth and Effectiveness System (PPGES) as mandated by the state.

Research Cited:

Activity - KDE PGES/ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	05/30/2015	\$0 - No Funding Required	District PGES Coordinator Superintendent

Activity - PPGES Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will develop an implementation plan for the PPGES for 2014-15 statewide implementation.	Policy and Process	12/01/2013	07/30/2014	\$0 - No Funding Required	District PGES Team

Activity - Develop Growth Goals/Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSiP information for 2014-15.	Other	07/01/2014	10/31/2014	\$0 - No Funding Required	Suerintendent/Desi gnee Principals

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2014	\$0 - No Funding Required	Principals District PGES Coordinator

Activity - Observation Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0 - No Funding Required	Superintendent/Des ignee Principals

Goal 7:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

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Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstедler Brian Yankey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Strategy2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstедler

Goal 5:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System - Teachers will be evaluated through the Professional Growth and Effectiveness System (TPGES) as established and mandated by the state.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - ISLN District Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation is ISLN	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District Curriculum specialists Principals Teachers

Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal Observation Certification: pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	09/01/2013	08/30/2014	\$349 - District Funding	CIITS Coordinators Principals Teachers

Activity - Develop Plan for TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-14 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2014	\$0 - No Funding Required	Disrict PGES Team

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0 - No Funding Required	Principal Teachers CIITS Coordinators

Activity - District Participation in PGES Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District PGES Coordinator

Activity - PBS Learning and Peer Observation Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachersseerving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	08/30/2014	\$0 - No Funding Required	Superintendent District PGES Principals

Activity - Professional Learning Plan TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Student Voice.	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	Suerintendent District PGES Coordinator Principal Teachers

Goal 6:

Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the percentage of effective Principals; however data is currently unavailable. Goal and objective data will be set after baseline data is collected by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System (PPGES) - Principals will be evaluated using the Principal Professional Growth and Effectiveness System (PPGES) as mandated by the state.

Research Cited:

Activity - PPGES Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will develop an implementation plan for the PPGES for 2014-15 statewide implementation.	Policy and Process	12/01/2013	07/30/2014	\$0 - No Funding Required	District PGES Team

Activity - Observation Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0 - No Funding Required	Superintendent/Designee Principals

Activity - KDE PGES/ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	05/30/2015	\$0 - No Funding Required	District PGES Coordinator Superintendent

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2014	\$0 - No Funding Required	Principals District PGES Coordinator

Activity - Develop Growth Goals/Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-15.	Other	07/01/2014	10/31/2014	\$0 - No Funding Required	Superintendent/Designee Principals

Goal 7:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

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collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstедler Brian Yankey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Strategy2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstедler

Goal 5:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System - Teachers will be evaluated through the Professional Growth and Effectiveness System (TPGES) as established and mandated by the state.

Research Cited:

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0 - No Funding Required	Principal Teachers CIITS Coordinators

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - District Participation in PGES Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation in PGES Webcasts	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District PGES Coordinator

Activity - Principal Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal Observation Certification: pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers.	Professional Learning	09/01/2013	08/30/2014	\$349 - District Funding	CIITS Coordinators Principals Teachers

Activity - ISLN District Participation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Participation is ISLN	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	District Curriculum specialists Principals Teachers

Activity - PBS Learning and Peer Observation Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers serving as peer observers will complete the PBS Learning Peer Observation Module.	Professional Learning	10/01/2013	08/30/2014	\$0 - No Funding Required	Superintendent District PGES Principals

Activity - Develop Plan for TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Leadership Team will develop an implementation plan for the TPGES for 2013-14 pilot year and 2014-2015 statewide implementation.	Policy and Process	12/01/2013	06/30/2014	\$0 - No Funding Required	District PGES Team

Activity - Professional Learning Plan TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and implement a Professional Learning Plan that incorporates the TPGES components through PLCs. Components include: Framework, Observation, Self-reflection, Student Growth Goals, Student Voice.	Professional Learning	08/01/2013	06/30/2014	\$0 - No Funding Required	Superintendent District PGES Coordinator Principal Teachers

Goal 6:

Increase the percentage of effective Principals from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective Principals; however data is currently unavailable. Goal and objective data will be set after baseline data is collected by 05/30/2015 as measured by the PGES system.

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy1:

Professional Growth and Effectiveness System (PPGES) - Principals will be evaluated using the Principal Professional Growth and Effectiveness System (PPGES) as mandated by the state.

Research Cited:

Activity - Develop Growth Goals/Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All principals will develop a Student Growth Goal, Professional Growth Plan, and Working Conditions Goal based on appropriate data, surveys, and CSIP information for 2014-15.	Other	07/01/2014	10/31/2014	\$0 - No Funding Required	Suerintendent/Desi gnee Principals

Activity - PPGES Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The District Leadership Team will develop an implementation plan for the PPGES for 2014-15 statewide implementation.	Policy and Process	12/01/2013	07/30/2014	\$0 - No Funding Required	District PGES Team

Activity - PPGES PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of PPGES PD 360 module by all district and school administration.	Professional Learning	08/01/2013	07/30/2014	\$0 - No Funding Required	Principals District PGES Coordinator

Activity - KDE PGES/ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2013	05/30/2015	\$0 - No Funding Required	District PGES Coordinator Superintendent

Activity - Observation Completion	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of a minimum of two observations per year completed by the superintendent/designee for each administrator.	Other	08/01/2014	05/30/2015	\$0 - No Funding Required	Superintendent/Desi gnee Principals

Goal 7:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componenets.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Component 6: Parent Involvement**Parent Involvement****Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Parent Involvement Initiative - We will increase parent involvement within our school.

Research Cited:

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson School Leadership SBDM

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through the following: MAPS individual reporting, KPREP, six weeks grade reports. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Elementary School Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Yellow Creek School Center

Parent Involvement Initiative - We will increase parent involvement within our school.

Research Cited:

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through consistent reports: KPREP, Explore, MAPS reporting, six weeks grade reports. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Middle School Teachers

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the leadership level (SBDM, Leadership Team, Committees, etc.), the Family Friendly School Survey will be analyzed and discussed.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leadership Teams SBDM

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy2:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

Comprehensive School Improvement Plan

Yellow Creek School Center

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Activity - Transition Meeting for 8th Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Transitioning Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and impement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Teachers

Component 7: Transition to Kindergarten**Transition to Kindergarten****Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Strategy2:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Alphie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Strategy2:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the

Comprehensive School Improvement Plan

Yellow Creek School Center

School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Strategy2:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy3:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy4:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy3:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstедler

Strategy4:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Strategy2:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Activity - Alpie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alpie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy2:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

Activity - Alphonse's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Strategy3:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Activity - IEP Guidance Document Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend training in the IEP process and instructional needs of our middle school students at Yellow Creek School Center. In this training, teachers will discuss, implement, and learn about instructional strategies to meet the needs of our special education population.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Evelyn Holland Amanda Slusher Teachers/Staff

Strategy2:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy3:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320 - Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness components.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy3:

SY 2013-2014

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Comprehensive School Improvement Plan

Yellow Creek School Center

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Activity - Gear Up Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/ Orientation	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Teacher Mentors

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Alphonse's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphonse's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Laying the Foundation Math/ELA Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA middle school teachers attended a four day session sponsored by the Laying the Foundation Training. The purpose of this training was to learn research based instructional strategies to implement within the classroom based on the Kentucky Core Academic Standards. Because this training is a three to four year process that builds on foundational instructional principles, these teachers will continue through the yearly training process (currently attended: math/reading teachers first year; writing teacher second year) in the future. As expected, these teachers will use materials to plan lessons/units and implement the strategies learned during this training to ensure student success with learning the required appropriate grade level standards.	Professional Learning	08/06/2013	05/30/2014	\$5000 - Grant Funds	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Eva Potter, Lisa Gambrel, Susie Inman

Strategy2:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Alphie's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Strategy2:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

Strategy3:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy4:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320 - Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff

Strategy2:

Comprehensive School Improvement Plan

Yellow Creek School Center

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy3:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componenets.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy3:

College and Career Advising - College and Career Advising will target 8th grade students at YCS. The purpose is to provide support for our 8th grade students with exploring, investigating, goal setting, and planning for their future in order to meet the standards of college and career readiness.

Research Cited:

Activity - Career and College Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a College and Career Day where students will wear college t-shirts and give a presentation about a career of their choice.	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - ILPs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 6-8th will complete computer based ILPs as part of their practical living/careers/technology classes.	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Linda Lawson Brian Yankey Practical Living/Career Teacher Technology Teacher

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Explore Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Explore data analysis to target individual students for intervention in reading, math, and language in order to assure student academic growth and achievement. Teachers and students will set goals for future learning based on data collected.	Academic Support Program	08/06/2013	05/30/2014	\$0 - District Funding	Jerry Lawson Donna Mason Tammie Sanders Teachers

Activity - Transition Meeting for 8th Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Transitioning Meeting at the district high school will be held for 8th grade students and their parents. The purpose of the meeting will be to discuss, plan, and implement a process for aiding students in transitioning to 9th grade in high school as required by our Gear Up grant.	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Teachers

Activity - Operation Preparation for 8th Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th grade studentst	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Teachers/Staff

Activity - Career Connection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will attend a Career Connection program sponsored by our Gear Up program. Professional career workers will present, discuss, and answer questions about their chosen profession.	Career Preparation/ Orientation	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Gear Up Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, our eighth grade students are assigned a teacher mentor. Students meet with their mentors 2x monthly, and follow a particular career and college readiness focused curriculum.	Career Preparation/ Orientation	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Teacher Mentors

Compliance and Accountability - Elementary 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 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Parent Involvement Initiative - We will increase parent involvement within our school.

Research Cited:

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the school leadership level (SBDM, Family Resource, Committees, etc.), we will discuss and analyze the results of the Family Friendly School Survey.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson School Leadership SBDM

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through the following: MAPS individual reporting, KPREP, six weeks grade reports. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Elementary School Teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Comprehensive School Improvement Plan

Yellow Creek School Center

Parent Involvement Initiative - We will increase parent involvement within our school.

Research Cited:

Activity - Family Friendly School Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the leadership level (SBDM, Leadership Team, Committees, etc.), the Family Friendly School Survey will be analyzed and discussed.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leadership Teams SBDM

Activity - Progress Reporting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed of their child's progress through consistent reports: KPREP, Explore, MAPS reporting, six weeks grade reports. Teacher/Parent conferences will be held as needed for low achieving students.	Parent Involvement	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Middle School Teachers

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the midde school will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler

Goal 5:

Increase the percentage of effective teachers from ____% in 2015 to ____% in 2020.

Measurable Objective 1:

collaborate to increase the percentage of effective teachers; however, data is currently unavailable. Goal and objective data will be set after baseline data is received by 05/30/2015 as measured by the PGES system.

Strategy1:

Professional Growth and Effectiveness System - Teachers will be evaluated through the Professional Growth and Effectiveness System (TPGES) as established and mandated by the state.

Research Cited:

Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete training in the use of CIITS with intentional focus on Educator Development Suite.	Professional Learning	09/01/2013	08/30/2014	\$0 - No Funding Required	Principal Teachers CIITS Coordinators

Goal 6:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy2:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler

Strategy2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teacher will receive feedback to help direct them in the areas of growth on professional development.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

Strategy2:

Instructional Resources and Materials - Through our Gear Up program, instructional resources and materials in alignment with the Kentucky Core academic Standards, Explore, and KPREP assessments were purchased to aid with instruction a student intervention for the purpose of increasing student academic growth and achievement.

Research Cited:

Activity - Instructional Materials and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Gear Up program, materials and resources were purchased in order to promote student growth and achievement, provide intervention as needed, and assist with daily instruction in alignment with the Kentucky Core Academic Standards and College and Career Readiness componenets.	Academic Support Program	09/03/2013	05/30/2014	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated

Comprehensive School Improvement Plan

Yellow Creek School Center

screening tool.

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Activity - Brigrance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigrance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

School Readiness Screening for Kindergarten - All Kindergarten students will be assessed for school readiness using the state mandated screening tool.

Research Cited:

Activity - Elgin Kindergarten Early Literacy Skills Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be assessed at the entry level using the Elgin Kindergarten Early Literacy Skills Assessment as required by our Elgin grant.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Leah Fultz Pauline Dixon Shirley Huffman Robin Cox Evelyn Stewart

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Brigance Screening for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be assessed at the entry level with the state mandated Brigance Screening Tool.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Mitch Bailey Donna Mason Pauline Dixon Lea Fultz Shirley Huffman Jerry Lawson

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Strategy1:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Activity - Alphonse's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alphonse's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Goal 2:

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Yellow Creek School Center

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Strategy2:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Strategy3:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - Classroom Walkthroughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct classroom walkthroughs for the purpose of monitoring classroom instruction. Teachers will receive feedback to help direct them in the areas of growth or professional development if needed.	Other	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy4:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Activity - Alphonse's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for elementary from 34.2% in 2013 to 68.8% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 34.2% to 50% by 05/30/2014 as measured by the School Report Card..

Comprehensive School Improvement Plan

Yellow Creek School Center

Strategy1:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for elementary

Research Cited:

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve student success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Mitch Bailey, Donna Mason

Strategy2:

Math and Reading Response to Intervention - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class in order to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Heather Hopkins, YCS Staff

Activity - Alpie's Alley Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students are given one on one individualized instruction on reading skills utilizing the computer assisted program Alpie's Alley. Through the implementation of this program, student progress is monitored and analyzed to ensure student improvement and achievement with basic reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$0 - Other	Jerry Lawson, Donna Mason, YCS Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a Corrective Math or Corrective Reading class in order to improve achievement with reading and math skills. Teachers will instruct students based on a prescribe corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Christel Hoskins, Amanda Slusher, Tammie Sanders

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor and Americorp Math Tutor. Each teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Christel Hoskins, Tammie Sanders

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills. Teachers provide one on one, small group, or individualized computer based instruction.	Tutoring	09/02/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group for middle from 41.7% in 2013 to 71.4% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.7% to 54.2% by 05/30/2014 as measured by School Report Card.

Strategy1:

Math and Reading RTI - In order to target low achieving or below grade level students in math and reading, students will be assigned to an RTI class to meet their individual learning needs and improve achievement.

Research Cited:

Activity - Before and After School Academy (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend tutoring in various settings, before school four days a week and/or after school two days a week, to receive additional support and help with math and reading skills.	Tutoring	09/03/2013	05/30/2014	\$5000 - District Funding	Jerry Lawson, YCS Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on student data and achievement, select students will attend a corrective math and/or corrective reading class in order to improve achievement with reading and math skills. The teacher will instruct students based on a prescribed corrective program and monitor student progress.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson, Amanda Slusher, Tammie Sanders

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individual tutorial phonics based reading program accessible on the computer for students reading below grade level. Students utilize the program twice a week, complete each skill level, and self monitor their progress. In addition, teachers can access student progress data for analysis purposes.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Lisa Gambrel, Amanda Slusher, Eva Potter

Activity - Math Tutoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select students will receive math tutoring from the Gear Up Math Tutor. The teacher will use a specified math program as well as collaborate with math teachers. Data will be used to track and monitor student progress in an effort to improve student achievement.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson, Tammie Sanders, Jennifer Martin, Susie Inman

Activity - Math and Reading Successmaker	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students progress individually through each level of the Successmaker computer tutoring program to improve their reading and math skills two to three times weekly. By implementing Successmaker, students will work through reading and math skills based on their individual level, learning needs, and pace. Teachers can track student progress data through computer generated reports.	Tutoring	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Heather Hopkins, Eva Potter, Gary Baker, Shawn Fultz

Strategy2:

Curriculum and Assessment Alignment in Math and Reading - Established and departmentalized teams will target and monitor progress of the curriculum, assessments, and alignment of reading and math for middle school.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will monitor and track recorded data of student automaticity on a regular basis. Math teachers will analyze and use the collected data to improve students success with basic math facts through timed assessments.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - Other	Jerry Lawson, Christel Hoskins, Math Teachers

Activity - Math and Reading Target Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Math and Reading Target Teams will monitor instruction, assessment, and alignment of the curriculum via classroom observations, documentation of student data, provide scheduled instructional/supportive PLC meetings, and collaborate in order to increase student success in math and reading.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson, Christel Hoskins, Jennifer Yankey, Jennifer Martin, Eva Potter

Goal 3:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Curriculum & Assessment Alignment - Ensure that teachers implement the curriculum using the the Characteristics of Highly Effective Teaching and Learning in the Content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The overall purpose of professional development is to inform, discuss, and implement ways that teachers can improve student growth and achievement. Professional learning will occur through documented PLC meetings with teachers and staff. Within these meetings, teachers will discuss data analysis, Kentucky Core Academic Standards, curriculum, units, lesson planning, program reviews, student growth and achievement, instructional strategies, program reviews, etc.	Professional Learning	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Donna Mason

Strategy2:

RTI/KSI - Implement the Response To Intervention plan that the District has developed which Yellow Creek School has adopted as its intervention plan.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math program is designed as a means of math intervention for students in grades four through five who are achieving below grade level. Students are progress monitored for growth through data tracking.	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Martin Math Tutor for grades 4-5 RTI Math Teachers for grades 4-5

Activity - Waterford Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This computer based program is designed to provide intervention for Kindergarten students in reading and math. Students are monitored and collected data is used to track student progress.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Pauline Dixon Lea Fultz Shirley Huffman Robin Cox Jeannie Stewart

Activity - Successmaker Reading and Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based program. Sets a baseline for students at their level of reading and math. As students work the computer monitors achievement. Teachers can use this for progress monitoring and data analysis for instructional purposes. Students in grades one through five use this program. (SWP #9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Wayne Gambrel Teaching Staff Grades 1-5

Activity - Americorp Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Americorp Math Tutor targets students in third and fourth grades who are achieving below grade level in math and provides one on one and/or small group instruction. The tutor follows a set schedule for identified students and assists the regular math teacher in the classroom as needed. Data is collected and analyzed to ensure student success.	Tutoring	08/06/2013	05/30/2014	\$5500 - Other	Jerry Lawson Christel Hoskins Jennifer Martin

Activity - Alpie's Alley	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computer based reading program targeted for 30% of first grade students , 20% of second grade students and 10% of third grade students who are reading below grade level. This is determined by an assessment from the Success For All Reading Program. Tutors work with students in 20 minute sessions. (SWP # 9)	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Donna Mason Tina Southern Carolyn Massengill Terri Cosby Pat Heck

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental reading program designed to target students based on reading ability. Students have a one hour uninterrupted reading period of direct instruction based on their skills and ability levels. Students are also monitored regularly for growth. (SWP # 9)	Direct Instruction	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason Mitch Bailey Beverly Morris Reading Mastery Teaching Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Corrective Reading is an intervention reading program designed to target student with low achieving or below grade level reading skills. Students meet for individual or small group instruction during our 7th period RTI classes. Student progress is monitored and tracked to ensure student achievement with specified reading skills.	Direct Instruction	08/06/2013	05/30/2014	\$1000 - District Funding	Jerry Lawson Heather Hopkins Corrective Reading Teaching Staff

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear Up Math Tutor provides small group and/or one on one instruction for students who are in grades 4-6 achieving below grade level in math. Data is collected and monitored on each student in order to track student progress.	Tutoring	08/06/2013	05/30/2014	\$19320 - Other	Jerry Lawson Christel Hoskins Tammie Sanders Gear Up Tutor

Strategy3:

MAPS Assessment - Students in Kindergarten through fifth grades will be assessed three times per year using the MAPS computer based assessment as required by our Elgin grant. The use of this assessment will monitor all student progress and growth in reading and math.

Research Cited:

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three times per year, students will be assessed using the MAPS assessment as required by our Elgin grant. The purpose of this assessment is to monitor student growth and progress as well as provide teachers and staff with data to track student achievement.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason

Goal 4:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

MAPS Assessment - Students will be assessed three times a year using the MAPS assessment for reading, math, and language. Teachers can access data reports for each child pertaining to individual areas needed for improvement. Also, student progress and growth can be tracked and monitored with available reports.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - MAPS Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As required by our Elgin grant, students will be assessed three times per year using the online MAPS assessment for reading, math, and language. Through this assessment, teachers can access data reports to track and monitor student progress. Also, these reports can identify the areas for individual student improvement, and students are placed in specified RTI classes according to their individual area of greatest need.	Academic Support Program	08/06/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Donna Mason All content area teachers/staff

Strategy2:

Curriculum and Assessment Alignment - Ensure that teachers implement the curriculum using the characteristics of Highly Effective Teaching and Learning in the content areas.

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teachers will be informed about the Kentucky Core Academic Standards, revise curriculum/units/lesson plans, analyze data to drive instruction, trained on new instructional strategies, etc.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennife Yankey Linda Lawson Christel Hoskins Donna Mason Eva Potter

Strategy3:

Response to Intervention - Our school will adopt and implement the district plan for RTI.

Research Cited:

Activity - Successmaker Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker math is an individualized computer based math program. Students progress through a select set of math skills based on their individual skill level and needs in math. Teachers have access to progress monitoring and various reports to track student growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Jennifer Martin RTI Teacher/Staff

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Reading Program is an instructional program appropriate for middle school students below grade level with reading skills. Selected students attend a prescriptive corrective reading program appropriate for their individual learning needs with comprehensive reading and reading skills. Teacher monitor and track student progress through data collection and assessments.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Corrective Reading Teachers/Staff

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Reading Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Coach is an individualized computer based reading program. Selected students progress at their own pace through various learning levels in order to demonstrate improvements and growth in reading. Teachers can access data reports to track and monitor student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Amanda Slusher Lisa Gambrel Eva Potter

Activity - Successmaker Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Successmaker Reading is an individualized computer based program. Students can progress at their own pace through a select reading program based on their individual learning needs. Teachers can access data reports for progress monitoring in order to track student improvement and growth.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Heather Hopkins Lisa Gambrel Eva Potter

Activity - RTI Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention classes will be assigned to each student based on their individual learning needs in order to encourage student growth and achievement. Students will be assigned to a 7th period RTI class based on their MAPS assessment scores in reading, language, and math. During RTI classes, teachers will address individual learning needs with various instructional strategies, target specific skills needed, and collect data to monitor and track student progress.	Academic Support Program	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Eva Potter Jennifer Martin All RTI Teachers/Staff

Activity - Corrective Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Corrective Math Program is an individualized prescriptive math program geared to address individual students struggling with specific math skills. Teachers work with students in small groups or one on one to help students improve and increase achievement with math skills. Progress monitoring data is collected and used by the teachers to analyze each student's growth.	Direct Instruction	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Christel Hoskins Jennifer Martin Corrective Math Teachers/Staff

Activity - Gear Up Math Tutor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Gear Up Math Tutor provides one on one or small group instruction and support for students struggling with math skills as well as collaborating with the regular math teacher. Progress monitoring data is collected and analyzed for each child to track student growth and target specific learning needs.	Academic Support Program	09/03/2013	05/30/2014	\$19320 - Other	Jerry Lawson Tammie Sanders Jennifer Martin Gear Up Math Tutor

Goal 5:

Increase the percentage of students who are college and career ready from 46.7% to 73.4% in 2017.

Comprehensive School Improvement Plan

Yellow Creek School Center

Measurable Objective 1:

collaborate to increase the percentage of students for college and career readiness 46.7% to 53.4% by 05/30/2014 as measured by School Report Card.

Strategy1:

Professional Development - Middle school teachers will attend professional development opportunities in order to increase awareness, broaden instructional strategies, revise curriculum/units/lesson plans, and analyze data in order to improve and target students for achievement and success.

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend PLCs to discuss, plan, and implement the College and Career Readiness components (CCR standards, curriculum/units/lessons, ILP's, data analysis for Explore/KREP, Gear Up requirements, Practical Living/Careers program review, etc.)	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Tammie Sanders Middle School Teachers

Activity - Laying the Foundation Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School teachers will attend the Laying the Foundation Training, which is a committed three to four year training for the content areas of English/Language Arts, Math, and Science,	Professional Learning	07/01/2013	07/30/2015	\$0 - Grant Funds	Jerry Lawson Tammie Sanders Middle School Teachers

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 36.5% in 2013 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined elementary math and reading K-Prep Scores to 50.5% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program reviews, process of implementation, and collection of evidence procedures. Through this internal process, primary teachers from all disciplines will contribute and participate.

Research Cited:

Comprehensive School Improvement Plan

Yellow Creek School Center

Activity - Other Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three program reviews: Writing Program Review, Arts/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the primary teachers across all disciplines.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Amy Huffstedler Brian Yankey

Activity - Primary Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the rubric requirements of the primary program review process. Teacher Domain will be used to collect data for this review process.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Hope Carroll Mitch Bailey

Goal 2:

Increase the average combined reading and math K-Prep Proficiency scores for middle school students from 43.2% in 2013 to 72.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 55..9% by 05/30/2014 as measured by the School Report Card.

Strategy1:

Program Reviews - Teachers will be informed about the purpose of the program review, process of implementation, and collection of evidence procedures. Through this internal process, all content area teachers in the middle school will contribute and participate.

Research Cited:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be informed about the three Program Reviews: Writing Program Review, Art/Humanities, and Practical Living/Careers. The requirements according to each program review rubric will be implemented and evidence collected by the middle school teachers.	Professional Learning	09/03/2013	05/30/2014	\$0 - No Funding Required	Jerry Lawson Jennifer Yankey Christel Hoskins Linda Lawson Eva Potter Brian Yankey Amy Huffstedler