



Comprehensive School Improvement Plan

Right Fork School Center
Bell County

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Stoney Fork, KY 40988

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Introduction

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

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

Executive Summary

Introduction

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

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

Description of the School

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

Right Fork School Center is located on Highway 221 in the small community of Kettle Island. Our school is nestled between two mountains along Straight Creek that runs southwest to the Cumberland River. We believe our location is the most beautiful part of Bell County. Right Fork opened its doors for the first time in 1965 with the consolidation of several 2 room schools. Major renovations to the school were completed in 2001 including the addition of several new classrooms and a gymnasium.

Right Fork educates students in grades Pre-K through eighth. The total enrollment is approximately 230 students. Our faculty and staff include 17 teachers, 1 counselor, 1 nurse, 3 custodians, 3 cooks, and 1 FRYSC coordinator. The vast majority of our students are socioeconomically disadvantaged (93% free and reduced lunch). Therefore, our students have needs that range from the classroom to the lunchroom.

Coal mining is the driving force in our community's economy. As this industry declines, the community's population and income base also decline which in turn adversely effects the school resulting in fewer teachers, resources, and opportunities.

School's Purpose

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

The mission of Right Fork School Center is to educate EVERY CHILD, EVERY DAY; NO EXCUSES! A top priority at Right Fork is to provide our students with a safe learning environment filled with challenging educational opportunities. The faculty and staff at Right Fork School Center is dedicated to the belief that ALL students can and will learn. Through the implementation of new, research based instructional programs (e.g. SFA, Reading Mastery, Corrective Reading, Corrective Math, One-to-One tutoring, SuccessMaker, My Reading Coach, Waterford, Laying the Foundation), the development, implementation, and refinement of standards based units of study, and the commitment of the faculty to administer a variety of instructional strategies, the academic performance of our students will improve. We believe that through a joint effort of teachers, administrators, parents, and community members, all students will succeed.

Right Fork School Center has embraced the challenge of preparing our students to meet the College and Career Readiness standards. GEAR UP America is the vehicle by which we will meet this challenge. A myriad of opportunities are being provided to students ranging from college field trips, cultural encounters, mentoring groups, and leadership experiences.

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.

Right Fork School Center has had the highest KCCT scores in our district for multiple years. For the 2011-2012 school year, our middle grades had a proficient classification. Right Fork has also shown significant growth over the past several years in the percent of students meeting the EXPLORE Benchmarks (From 45% in 2011-2012 to 70% in 2012-2013). Right Fork has also had the highest rate of attendance in the district for the past 13 years. The correlation between attendance and achievement is evident in these results.

Our focus area for improvement is our elementary growth factor. Our achievement and gap results for the elementary grades were at or above state level; however, the growth area was significantly lower resulting in a needs improvement classification.

Additional Information

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

Parents play a vital role in our school and community. They are always available to help meet the needs of the school and ensure support for teachers and staff. We promote parental involvement through many aspects of the school community which include athletic events, parent meetings sponsored by the parent liaison, open house, and other school sponsored activities (e.g. Fall Festival, Christmas Musical, etc.).

Due to our geographic location, Right Fork provides multiple cultural experiences in order to broaden our students awareness. These experiences include Arts and Humanities excursions, other cultural field trips (e.g. Toyota Plant, Challenger Learning Center, Renfro Valley, Chattanooga Aquarium, etc.), and various college visits.

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?

The questions we are trying to answer through our data analysis are: What are our areas of strength? What are our areas of improvement? How can we improve our school overall?

As we completed our data analysis, we have identified both areas of strength and need. We must continue to analyze school level practices in order to uncover underlying causes and contributing factors. This will enable us to make informed decisions and move our school forward in student achievement.

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?

Our areas of strength include reading, language, writing, science, and math at both elementary and middle levels for achievement, gap, and college/career readiness. We are going to continue to implement and refine our intervention strategies including Corrective Reading and Corrective Math. We will continue with the implementation of Laying the Foundation strategies across all content areas. Our teachers will continue to align daily lesson plans, units, learning targets, formative and summative assessments with the Kentucky Core Academic Standards.

Other areas to continue implementation include:

- *Exemplar student work samples for extended response, short answer, and on demand writing
- *Text Complexity - aligned reading passages
- *MAP Data Analysis - formative assessment
- *KPREP like assessments
- *Prototypes
- *Standards aligned curriculum resources

Opportunities for Improvement

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

Our areas of need are social studies at both elementary and middle level and elementary growth. As we continue to implement standards based curriculum and instruction along with research based strategies across all content areas (including social studies), our student achievement will increase which will result in increased student growth. We will utilize our MAP data to monitor individual student progress and provide customized instruction through our intervention process.

Conclusion

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

Our next steps:

Math and ELA Content Network trainings

Laying the Foundation Professional Development

Set student goals for Explore, MAP, and KPREP

Continue implementing mentoring program

Train teachers in the use of CIITS to develop lesson plans and assessments

Right Fork School 2012-2014 CSIP

Overview

Plan Name

Right Fork School 2012-2014 CSIP

Plan Description

Right Fork School Center Comprehensive School Improvement Plan.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 4 Activities: 17	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$11300
2	Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for middle grades in 2017 as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program. Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Activity - Teacher and Staff Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	10/01/2012	05/30/2014	\$0	Other	Jennifer Yankey, Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for some instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Pam Collett, Principal

Strategy 2:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry.

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Other	Tonya Lefevers, Kindergarten Teacher

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	No Funding Required	Tonya Lefevers, Kindergarten Teacher

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Strategy 3:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Activity - Program Review - Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Pam Collett, Principal

Activity - Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	State Funds	Program Review Team Leads

Activity - Program Review Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	School Council Funds	Program Review Team Leads

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Program Review Team Leads

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	No Funding Required	Program Review Team Leads

Strategy 4:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Activity - Standards Based Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	No Funding Required	All Teachers

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Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Other	Susan Brown
Activity - Extended School Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Title I Schoolwide	Extended School Tutors
Activity - Teacher Analysis of Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	10/01/2012	05/24/2013	\$0	No Funding Required	Pam Collett, Principal
Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	No Funding Required	All Teachers
Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Other	Susan Brown
Activity - K-3 Proficiency -Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Other	Susan Brown
Activity - Model Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	09/10/2012	04/25/2014	\$0	No Funding Required	Pam Collett, Principal

Goal 2: Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for

middle grades in 2017 as measured by school reports.

Measurable Objective 1:

Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Progress Monitoring - By continually monitoring MAP data to determine if progress is being made individually and as a whole in the areas of reading and math at each grade level.

Activity - Monitor Progress of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/02/2014	\$0	Other	Pam Collett, Principal
Activity - Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MAP data to inform their instruction (whole class and individual student).	Academic Support Program	09/17/2012	05/23/2014	\$0	No Funding Required	Pam Collett, Principal Classroom Teachers

Strategy 2:

Best Practice - Analysis of student achievement by groups.

Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	05/26/2014	\$0	No Funding Required	Susan Brown
Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Julie Goodin and Joann Wilder
Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Tammie Sanders, GEAR UP Academic Specialist
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Strategy 3:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Activity - TELL Survey Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	No Funding Required	Pam Collett, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Improvements	Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	Program Review Team Leads
Total					\$500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Ratings	Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	Program Review Team Leads
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Academy	Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Extended School Tutors
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Strategies	Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	05/26/2014	\$0	Susan Brown
Program Review Teams	Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	Program Review Team Leads

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Program Review - Content Area	Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	Pam Collett, Principal
Standards Based Units	Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	All Teachers
Instructional Implications	Teachers will use the MAP data to inform their instruction (whole class and individual student).	Academic Support Program	09/17/2012	05/23/2014	\$0	Pam Collett, Principal Classroom Teachers
CIITS Instructional Resources	Teachers will use CIITS for some instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	05/30/2014	\$0	Pam Collett, Principal
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
TELL Survey Participation	All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	Pam Collett, Principal
At Risk Students	Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	05/30/2014	\$0	Tammie Sanders, GEAR UP Academic Specialist
Program Review Analysis	Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	Program Review Team Leads
Gap Analysis	Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	05/30/2014	\$0	Julie Goodin and Joann Wilder
Teacher Analysis of Constructed Responses	Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	10/01/2012	05/24/2013	\$0	Pam Collett, Principal
Rigorous Assessments	Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	All Teachers
Model Constructed Response	Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	09/10/2012	04/25/2014	\$0	Pam Collett, Principal
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Monitor Progress of MAP Data	MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/02/2014	\$0	Pam Collett, Principal
K-3 Proficiency -Enrichment	K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Susan Brown
Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Content Vocabulary	Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Susan Brown
K-3 Proficiency-Interventions	K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Susan Brown
Teacher and Staff Training on CIITS	Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	10/01/2012	05/30/2014	\$0	Jennifer Yankey, Curriculum Specialist
Total					\$3800	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for middle grades in 2017 as measured by school reports.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.	\$0

Goal 1: Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for middle grades in 2017 as measured by school reports.

Measurable Objective 1:

Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Progress Monitoring - By continually monitoring MAP data to determine if progress is being made individually and as a whole in the areas of reading and math at each grade level.

Activity - Monitor Progress of MAP Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/02/2014	\$0	Other	Pam Collett, Principal

Activity - Instructional Implications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the MAP data to inform their instruction (whole class and individual student).	Academic Support Program	09/17/2012	05/23/2014	\$0	No Funding Required	Pam Collett, Principal Classroom Teachers

Strategy 2:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Activity - TELL Survey Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	No Funding Required	Pam Collett, Principal

Strategy 3:

Best Practice - Analysis of student achievement by groups.

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Activity - Gap Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Julie Goodin and Joann Wilder
Activity - Intervention Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	05/26/2014	\$0	No Funding Required	Susan Brown
Activity - At Risk Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	05/30/2014	\$0	No Funding Required	Tammie Sanders, GEAR UP Academic Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gap Analysis	Teachers will analyze student achievement results (K-PREP, MAP, Classroom Assessments) by gap groups.	Academic Support Program	01/07/2013	05/30/2014	\$0	Julie Goodin and Joann Wilder
At Risk Students	Utilize the PTGT (Persistence to Graduation Tool) to identify gap/at-risk student groups. Results will be cross referenced with other forms of data (academic/non-academic) to determine which students are at immediate risk and need intervention.	Academic Support Program	09/03/2013	05/30/2014	\$0	Tammie Sanders, GEAR UP Academic Specialist
Instructional Implications	Teachers will use the MAP data to inform their instruction (whole class and individual student).	Academic Support Program	09/17/2012	05/23/2014	\$0	Pam Collett, Principal Classroom Teachers
TELL Survey Participation	All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	Pam Collett, Principal
Intervention Strategies	Teachers will develop a bank of intervention strategies that are research based and matched to individual student needs	Academic Support Program	01/07/2013	05/26/2014	\$0	Susan Brown
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Progress of MAP Data	MAP is given 3 times a year. Comparative reports and progress for individual grades, groups and as a whole school will be utilized to monitor progress in reading and math for each grade level.	Academic Support Program	01/11/2013	06/02/2014	\$0	Pam Collett, Principal
Total					\$0	

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry.

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Other	Tonya Lefevers, Kindergarten Teacher

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	No Funding Required	Tonya Lefevers, Kindergarten Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Total					\$0	

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

Overview

Plan Name

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

Plan Rationale

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$10800

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Activity - Standards Based Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	No Funding Required	All Teachers
Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Other	Susan Brown
Activity - Extended School Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Title I Schoolwide	Extended School Tutors
Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	No Funding Required	All Teachers
Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Other	Susan Brown

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Activity - K-3 Proficiency -Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Other	Susan Brown

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Academy	Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Extended School Tutors
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Units	Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	All Teachers
Rigorous Assessments	Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	All Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Proficiency-Interventions	K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Susan Brown
K-3 Proficiency -Enrichment	K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Susan Brown
Content Vocabulary	Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Susan Brown
Total					\$3800	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 4 Activities: 17	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$11300

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

CIITS - Teachers and staff will become more aware of the use of CIITS and the applications that are available to them using this program. Professional development will be offered to accomplish this strategy and we will utilize the help of our Central Office staff.

Activity - Teacher and Staff Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	10/01/2012	05/30/2014	\$0	Other	Jennifer Yankey, Curriculum Specialist

Activity - CIITS Instructional Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for some instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Pam Collett, Principal

Strategy 2:

Curriculum Assessment and Alignment - Teachers will continue to revise and implement standards based curriculum, instruction, and assessment.

Activity - Standards Based Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	No Funding Required	All Teachers

Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	No Funding Required	All Teachers

Activity - Content Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Other	Susan Brown
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Activity - Teacher Analysis of Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	10/01/2012	05/24/2013	\$0	No Funding Required	Pam Collett, Principal

Activity - K-3 Proficiency-Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Other	Susan Brown

Activity - K-3 Proficiency -Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Other	Susan Brown

Activity - Extended School Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Title I Schoolwide	Extended School Tutors

Activity - Model Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	09/10/2012	04/25/2014	\$0	No Funding Required	Pam Collett, Principal

Strategy 3:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	No Funding Required	Program Review Team Leads

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Activity - Program Review Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	School Council Funds	Program Review Team Leads

Activity - Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	State Funds	Program Review Team Leads

Activity - Program Review - Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Pam Collett, Principal

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Program Review Team Leads

Strategy 4:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry.

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	No Funding Required	Tonya Lefevers, Kindergarten Teacher

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Other	Tonya Lefevers, Kindergarten Teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Improvements	Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	Program Review Team Leads
Total					\$500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Ratings	Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	Program Review Team Leads
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Academy	Extended School Academy will be offered to students who are consistently scoring below grade level in reading or in math on the MAP and/or classroom assessments.	Tutoring	09/17/2012	05/30/2014	\$7000	Extended School Tutors
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Model Constructed Response	Teachers will model how to answer constructed responses including extended and short answer response questions.	Direct Instruction	09/10/2012	04/25/2014	\$0	Pam Collett, Principal
Program Review Teams	Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	Program Review Team Leads

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CIITS Instructional Resources	Teachers will use CIITS for some instructional planning and sharing of instructional resources.	Academic Support Program	08/12/2013	05/30/2014	\$0	Pam Collett, Principal
Teacher Analysis of Constructed Responses	Teachers will analyze student responses to constructed response questions (extended and short answer) and provide written or oral feedback to students.	Direct Instruction	10/01/2012	05/24/2013	\$0	Pam Collett, Principal
Program Review Analysis	Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	Program Review Team Leads
Standards Based Units	Teachers will continue deconstructing standards to refine Standards Based Units of Study, create learning targets, revise learning checks, and instructional activities.	Direct Instruction	08/07/2012	06/27/2014	\$0	All Teachers
Program Review - Content Area	Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	Pam Collett, Principal
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Rigorous Assessments	Rigorous K-PREP like assessments that reflect the KCAS standards will be embedded and implemented in each unit.	Direct Instruction	08/20/2012	05/01/2014	\$0	All Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Proficiency -Enrichment	K-3 students who are at or above grade level based on the MAP assessment will be provided with enrichment instruction (Successmaker, Novel Studies, etc.)	Academic Support Program	09/17/2012	05/30/2014	\$500	Susan Brown
Kindergarten Screener	Assess all kindergarten students at school entry with the common statewide screener (BRIGANCE).	Academic Support Program	08/19/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Teacher and Staff Training on CIITS	Through the use of technology teachers and staff will be further trained on the utilization of the components within the CIITS program.	Academic Support Program	10/01/2012	05/30/2014	\$0	Jennifer Yankey, Curriculum Specialist
Content Vocabulary	Teachers will focus instruction on content vocabulary (understanding and applying) through research based strategies such as word walls, vocabulary linking strategy, etc.	Direct Instruction	08/13/2012	05/30/2014	\$300	Susan Brown

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K-3 Proficiency-Interventions	K-3 students will be placed into RTI Tiers and provided with strategic interventions according to their individual student needs based on classroom performance and MAP assessment (Novel Studies, Reading Mastery, Successmaker, SFA Tutoring, ESS, etc.)	Academic Support Program	09/16/2013	05/30/2014	\$3000	Susan Brown
Total					\$3800	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

Addresses Required Action

Statement

Program Reviews

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$500

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

Program Review - Teachers will understand the importance of the various program reviews (Arts and Humanities, Practical Living, Writing, and Primary) and help implement and provide evidence for each of these areas.

Activity - Program Review Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Program Review Team Leads
Activity - Program Review Improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	School Council Funds	Program Review Team Leads
Activity - Program Review Ratings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	State Funds	Program Review Team Leads
Activity - Program Review - Content Area	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	No Funding Required	Pam Collett, Principal
Activity - Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	No Funding Required	Program Review Team Leads

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Improvements	Identify and analyze gaps in the various program review areas. Determine next steps for continuous improvement in these areas.	Academic Support Program	10/01/2012	06/01/2014	\$500	Program Review Team Leads
Total					\$500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Ratings	Program review ratings and evidence/information will be submitted for district and state review via the ASSIST program.	Academic Support Program	03/01/2013	06/01/2014	\$0	Program Review Team Leads
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Teams	Program review teams will meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Academic Support Program	10/01/2012	06/01/2014	\$0	Program Review Team Leads
Program Review Analysis	Program Review Teams will examine the rubrics of the various program reviews. They will use these rubrics, existing sources, and evidence to inform the overall assessment of each program.	Academic Support Program	09/10/2012	05/30/2014	\$0	Program Review Team Leads
Program Review - Content Area	Content area teachers will be assigned to the program review teams. Content area teachers will contribute in the implementation of the various program review and provide evidence.	Academic Support Program	09/10/2012	05/30/2014	\$0	Pam Collett, Principal
Total					\$0	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Addresses Required Action

Statement

TELL Survey

Description

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

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.	\$0
2	Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for middle grades in 2017 as measured by school reports.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary school students from 45.1% to 72% in 2017 and for middle school from 56.4% to 78.2% in 2017.

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-PREP scores for elementary to 56.1% and middle grades to 65.1% proficient by 05/30/2014 as measured by the School Report Card.

Strategy 1:

School Readiness - Preschool aged children will be provided with early childhood opportunities in order to experience effective transitions to school entry.

Activity - K Screener Results	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	No Funding Required	Tonya Lefevers, Kindergarten Teacher

Goal 2: Increase achievement for all student groups at Right Fork School Center so that the achievement gap decreases from 55.7 % to 27.8% for elementary and from 45.6 % to 22.8% for middle grades in 2017 as measured by school reports.

Measurable Objective 1:

Collaborate to decrease the achievement gap by 11.1% for elementary and 9.1% for middle grades by 05/30/2014 as measured by the School Report Card.

Strategy 1:

TELL Survey - The TELL Survey provides vital feedback from building level teachers in the areas of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, and professional development. These results will be used to improve the overall culture of the school.

Activity - TELL Survey Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	No Funding Required	Pam Collett, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
TELL Survey Participation	All teachers will be encouraged to participate in the TELL Survey.	Other	03/04/2013	03/29/2013	\$0	Pam Collett, Principal
K Screener Results	Develop and implement a plan for disseminating results of the Kindergarten screener to parents.	Parent Involvement	08/30/2013	05/23/2014	\$0	Tonya Lefevers, Kindergarten Teacher
Total					\$0	