



KDE Comprehensive School Improvement Plan

Earlington Elementary School
Hopkins County

Karen Mackey, Principal
1967 Championship Drive
Earlington, KY 42410

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

2014-2015 Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment. 11

Goal 2: Earlington Elementary will continue implementation of PBIS with fidelity as measured by the Team Implementation Checklist and SWIS data. 16

Goal 3: Earlington Elementary will reach proficiency in all program review areas as measured by the program review scoring rubric. 18

Goal 4: Earlington Elementary will increase the average combined reading and math KPREP scores for students from 46.6 to 55.8. 20

Goal 5: Earlington Elementary will increase the average combined reading and mathematics scores for students in the non-duplicated gap group from 47.2 to 55.7. 29

Goal 6: Earlington Elementary will increase the effectiveness of teachers as measured by TPGES. 36

Goal 7: Earlington Elementary will increase the effectiveness of the school principal as measured by PPGES. 37

Activity Summary by Funding Source 39

KDE Needs Assessment

Introduction.....	53
Data Analysis.....	54
Areas of Strengths.....	55
Opportunities for Improvement.....	56
Conclusion.....	57

The Missing Piece

Introduction.....	59
Stakeholders.....	60
Relationship Building.....	61
Communications.....	62
Decision Making.....	64
Advocacy.....	66
Learning Opportunities.....	67
Community Partnerships.....	69
Reflection.....	70
Report Summary.....	71

Improvement Plan Stakeholder Involvement

Introduction.....	73
Improvement Planning Process.....	74

KDE Assurances - School

Introduction	76
Assurances	77

Compliance and Accountability - Elementary Schools

Introduction	83
Planning and Accountability Requirements	84

School Safety Diagnostic

Introduction	121
School Safety Requirements	122

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

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?

Earlington Elementary is a school in Earlington, Kentucky that services south Madisonville, Earlington, Mortons Gap, and rural White Plains. Approximately 370 Pre Kindergarten through fifth grade students attend our school. Earlington Elementary serves a diverse group of students. Approximately 80% of Earlington students receive free or reduced lunch and 22% represent a minority population. In the last five years, our school has been staffed with a new principal, Karen Mackey; a new counselor, Wendy Mitchell; and a new curriculum coordinator this year, Scott Moore. The school is in the third year of implementation of Positive Behavior Supports and Interventions (PBIS), and Earlington is proudly incorporating Whale Done and bullying awareness into our daily instruction and intervention with students. Earlington teachers provide high levels of intervention and support through our KSI program, and teachers are implementing whole brain and other research based strategies. Earlington has two carst of student iPads, and each Earlington teacher has an iPad available for technology integration daily. Many other technology tools are also available for instructional use, such as Turning Point Systems, SmartBoards, Airliners, Chrome Books and document cameras. Parent involvement continues to be a focus for improvement.

Family nights such as Passport Around the World diversity night, Family Fitness night, parent teacher conferences, open house, holiday luncheons, science fair, Fall Festival, and many other opportunities have increased excitement in our families about joining in the educational success of their students. A challenge the staff at Earlington Elementary face is a high level of transiency due to a high percentage of homes in the community being rental property. Teachers are faced with the ongoing scenario of meeting a student's individual needs in the curriculum and moving the student toward proficiency in Kentucky Common Core Standards, despite holes in instruction that are present due to a lack of foundational skills. Despite this challenge, Earlington faculty and staff work each day to ensure growth of individuals toward proficiency.

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 Earlington Elementary is to provide all students with a safe and nurturing learning environment that unites teachers, families, and community in challenging and motivating students to become respectful, responsible members of society. Earlington Elementary embodies the mission statement daily by providing programs that provide for the basic needs of students and ensure a safe environment where learning can occur. The Family Resource Center is a key element in providing a nurturing environment by meeting the basic needs of families and children to prepare students for learning. Whole Done recognition and PBIS implementation directly teach students how to be kind and respectful regardless of student differences so that learning can occur in a safe and nurturing environment. Our school-wide expectations include Be Positive, Be Respectful, Be Responsible and Be Willing to Learn. These expectations are announced and reviewed daily to promote positive behavior and respectful interaction among all staff and students. Our school is proud to house a Health Department Clinic that meets the physical needs of students so that students are able to be in attendance at school and receive necessary preventative health care. These programs that meet the basic needs of students and solid academic instruction enable the faculty and staff at Earlington Elementary to challenge and motivate students to reach higher levels of proficiency.

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.

Earlington Elementary is proud of PBIS implementation success. Earlington has implemented PBIS with fidelity three years in a row. School culture is another area that has improved greatly over the last three years. Students and staff are happy to come to school, and the building feels like a family home more than an educational institution. This is measurable through Tell Survey data and parent survey data. The growth in culture has stemmed growth in parent involvement. Students being excited about learning and activities at school have increased excitement in parents and families for coming and being a part of the great things going on at Earlington Elementary. Student achievement scores improved in reading, math, science, and On Demand writing in both the overall population and the non-duplicated gap group. Over the next three years, the faculty at Earlington Elementary will strive to increase student proficiency, especially in the areas of reading and math. In addition, we are striving to reduce the number of novices in all content areas, with a special emphasis in reading. We plan to make these strides by focusing on student growth. We will look at each learner as an individual and help that child reach his or her next level in strides toward proficiency.

Additional Information

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

Earlington Elementary is proud of the diverse ways that we collaborate within our building and with outside agencies to gain new instructional skills and help others develop their skills. Earlington Elementary provides an educational learning environment for secondary education students who are pursuing a degree in elementary or special education to come and gain hands on experience working with students and other teachers. Within our school, teachers collaborate on a regular basis in Professional Learning Communities (PLC) and committees to gain new instructional strategies and to provide vertical and horizontal alignment of curriculum and strategies. Earlington has also implemented a Principal's Advisory Council to steer instructional change in our school. The staff are working with the district coach and district consultant to make continuous improvements.

2014-2015 Comprehensive School Improvement Plan

Overview

Plan Name

2014-2015 Comprehensive School Improvement Plan

Plan Description

Earlington Elementary will focus on seven goals to improve achievement and culture: increase in overall achievement, increase in gap achievement, increase in kindergarten through third grade achievement, increase in program review scores, increase in positive student behavior through positive behavior supports, increase in teacher effectiveness, and increase in principal effectiveness.

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	Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment.	Objectives: 2 Strategies: 5 Activities: 12	Academic	\$63100
2	Earlington Elementary will continue implementation of PBIS with fidelity as measured by the Team Implementation Checklist and SWIS data.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$8000
3	Earlington Elementary will reach proficiency in all program review areas as measured by the program review scoring rubric.	Objectives: 2 Strategies: 2 Activities: 9	Organizational	\$10800
4	Earlington Elementary will increase the average combined reading and math KPREP scores for students from 46.6 to 55.8.	Objectives: 2 Strategies: 7 Activities: 18	Academic	\$74000
5	Earlington Elementary will increase the average combined reading and mathematics scores for students in the non-duplicated gap group from 47.2 to 55.7.	Objectives: 2 Strategies: 4 Activities: 15	Academic	\$121000
6	Earlington Elementary will increase the effectiveness of teachers as measured by TPGES.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
7	Earlington Elementary will increase the effectiveness of the school principal as measured by PPGES.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$2000

Goal 1: Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment.

Measurable Objective 1:

60% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by the Spring MAP assessment.

(shared) Strategy 1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for Kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers
Activity - Analysis of Student Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers
Activity - Assessments to Check for Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Earlington Elementary School

MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to kindergarten through third grade students to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers
---	--------------------------	------------	------------	--------	--------------------	--

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Strategy 2:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiplex forms (i.e., oral, written, and visual) and includes reading, writing and listening/speaking. Earlington Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Activity - Common Core Aligned Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Academic Support Program	08/06/2014	05/29/2015	\$50000	District Funding	Principal, Curriculum Coordinator, Teachers

Activity - Writing Planning, Instruction, and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	District Funding	Principal, Curriculum Coordinators, Trainers, Teachers
---	--------------------------	------------	------------	--------	------------------	--

Activity - Fluency Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

(shared) Strategy 3:

Program Review - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Activity - K-3 Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Primary Program Review Focus Group, Teachers

(shared) Strategy 4:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Activity - Brigance Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$1000	District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers
---	--------------------------	------------	------------	--------	------------------	--

Activity - School Readiness Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement	08/06/2014	05/29/2015	\$100	General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Measurable Objective 2:

60% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by the Spring MAP assessment.

(shared) Strategy 1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for Kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Assessments to Check for Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to kindergarten through third grade students to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers
---	--------------------------	------------	------------	--------	--------------------	--

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Strategy 2:

Math Initiative - Math is an essential enduring skill for college and career readiness. Math computation fluency, math reasoning, and math processing are vital processes to connections in other content areas, such as science and practical living. Earlington students will have targeted math instruction to ensure life long skills in this area have a solid foundation from the elementary level.

Category: Continuous Improvement

Activity - Common Core Aligned Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Academic Support Program	08/06/2014	05/29/2015	\$7000	General Fund	Principal, Curriculum Coordinator, Teachers

Activity - Math Fluency Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

(shared) Strategy 3:

Program Review - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Activity - K-3 Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Primary Program Review Focus Group, Teachers

(shared) Strategy 4:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Activity - Brigance Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$1000	District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Activity - School Readiness Parent Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement	08/06/2014	05/29/2015	\$100	General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Goal 2: Earlington Elementary will continue implementation of PBIS with fidelity as measured by the Team Implementation Checklist and SWIS data.

Measurable Objective 1:

demonstrate a behavior in reducing office discipline referrals by 05/30/2015 as measured by SWIS data and Check In Check Out data.

Strategy 1:

Tier II PBIS Refinement and Implementation - Tier II PBIS promotes systematic, data driven change using behavior data to plan for students in need of more than universal PBIS supports. Students are paired with mentors for a check in check out social skills program. Data is discussed and analyzed by the Tier II PBIS team monthly to drive programming changes.

Category: Continuous Improvement

Activity - Check In Check Out Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with two or more office referrals who have been determined to be in need of additional supports by the Tier II PBIS team will be paired with an adult mentor for Check In Check Out. Check In Check Out will begin the student's day on a positive note and allow the student to check back in with a mentor at the end of the day for a positive end of the day. Points will be monitored on a point sheet all day, and if the student reaches his/her personal goal the student receives a treat from the mentor.	Behavioral Support Program	08/06/2014	05/29/2015	\$5000	District Funding	Principal, Counselor, SST, Tier II PBIS Team, Check In Check Out Mentors, Teachers

Strategy 2:

Best Practice and Sustainability - Research based practices will be used to shape behavior and plan proactively at EES. The EES PBIS team will meet monthly to review best practices, use data to drive decision making, and to make necessary adjustments to Tier I PBIS procedures at Earlington Elementary.

Category: Continuous Improvement

Activity - Analyze Student Behavior Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize behavioral growth. Faculty will show how current and longitudinal data is utilized to make informed decisions. The PBIS team will meet monthly and utilize SWIS to analyze data. Review of SWIS data within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure behavioral growth in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through individual data monitoring.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Counselor, PBIS Tier I Team

Activity - Emphasize Positive Behavior	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will strive to maintain a ratio of 4 positives to every 1 negative behavioral / relational interaction. Teachers will continue to implement Whale Done / Bucket Fillers and look for ways to emphasize positives in the classroom. A weekly Whale Done assembly will be held to recognize positive behavior.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Counselor, Teachers
Activity - Ongoing Refresher Training for Students and Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided for students and staff to refresh on PBIS procedures and implement with fidelity.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	District Funding	Principal, Counselor, Teachers
Activity - Targeting High Referral Months	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS team will work proactively to target high referral months by reviewing trend data, analyzing possible reasons for spikes in referrals, scheduling additional reteaching in high referral months, and offering incentives for positive behavior during these time periods.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Counselor, Tier I PBIS team, Teachers

Goal 3: Earlington Elementary will reach proficiency in all program review areas as measured by the program review scoring rubric.

Measurable Objective 1:

demonstrate a proficiency in the arts and humanities program review by 05/30/2015 as measured by the program review scoring rubric.

Strategy 1:

Curriculum Assessment and Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in arts and humanities. Teachers will focus on this program review area for improvement to ensure that students receive exposure and opportunities in all areas of the arts.

Category: Continuous Improvement

Activity - Incorporating Art Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate aspects of the arts - visual arts, music, drama, or dance - into lesson plans. Teachers will post exemplary examples of student arts work. Students will reflect on art work. Arts integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program	08/06/2014	05/29/2015	\$2500	General Fund	Principal, Curriculum Coordinator, Teachers
Activity - Art Enrichment for Intermediate Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Earlington Elementary School

The master schedule will allow time for intermediate students to have art class one time per week. All students will have music class one time per week.	Academic Support Program	08/06/2014	05/29/2015	\$3000	General Fund	Principal, Counselor, Staff providing extra art instruction, Music teacher, Teachers
--	--------------------------	------------	------------	--------	--------------	--

Activity - Arts and Humanities Student Programs and Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student performances and family nights will be planned with an arts and humanities focus. These performances will give students the ability to perform and participate in live presentations of the arts and will get parents involved in planning and partnering with the school in the arts.	Parent Involvement	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Music Teacher, Curriculum Coordinator, Counselor, Teachers

Activity - Arts and Humanities Guest Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guests will come in to perform and model arts and humanities programs. These performances will give students the ability to witness proficient performances and reflect on how they can grow in their artistic abilities.	Academic Support Program	08/06/2014	05/29/2015	\$2800	Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Music Teacher

Activity - Juried Art Show and Performance Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in juried art shows and performances to develop and showcase artistic abilities.	Academic Support Program	08/06/2014	05/29/2015	\$500	Title I Schoolwide	Curriculum Coordinator, Counselor, Music Teacher, Librarian

Activity - Reflection on Arts and Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to reflect on personal art works, art and performances of peers, and the art and performances of guest performers. Reflection will enable students to grow in artistic abilities and skills.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Music Teacher, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Arts and Humanities Program Review Focus Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A focus group for the arts and humanities program review will meet each trimester to review progress toward proficiency according to the arts and humanities program review rubric and to review gathered documentation and evidence for that program review.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Music Teacher, Arts and Humanities Program Review Focus Committee, Principal

Measurable Objective 2:

demonstrate a proficiency by sustained levels of performance in the writing, practical living, and kindergarten through third grade program reviews by 05/30/2015 as measured by the program review scoring rubric.

Strategy 1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in writing, practical living, and the primary program. Teachers will focus on this program review area for improvement to ensure that students receive exposure and opportunities and sustain proficiency in the three program review areas.

Category: Continuous Improvement

Activity - Program Review Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review focus groups will meet for writing, practical living, and the primary program at least once per trimester. The focus groups will target sustaining proficiency in each of these areas by measuring progress according to the program review rubric and review supporting evidence in each area.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Principal, Counselor, Program Review Focus Group Members, Teachers

Activity - Writing and Practical Living Integration Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will incorporate writing and practical living into lesson plans. Teachers will post exemplary examples of writing and practical living work. Students will reflect on writing and learning in practical living. Writing and practical living integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Curriculum Coordinator, Counselor, Teachers

Goal 4: Earlington Elementary will increase the average combined reading and math KPREP scores for students from 46.6 to 55.8.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in the Common Core standards in Reading by 05/30/2015 as measured by KPREP Assessment.

(shared) Strategy 1:

CIITS - CIITS is statewide system of support for all Kentucky public school educators. The goal of the system of support is to fully support Kentucky teachers and students in implementing the core academic standards, thus improving achievement in the combined reading and math proficiency level in schools.

Category: Continuous Improvement

Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS as an interface for organizing and analyzing multiple forms of assessment data, with an emphasis on reading and math assessment and achievement. Teachers will also engage in the professional growth opportunities housed in CIITS and create some lesson plans in CIITS. CIITS will be utilized for development of PGPs, student growth goals, peer observation feedback, and teacher effectiveness system feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Peer Observers, Teachers

(shared) Strategy 2:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of Curriculum and Alignment with the Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess core academic content. Curriculum will be aligned to the Common Core by adherence to the District Curriculum Map and teacher discussion of Common Core Alignment in PLCs and common planning. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation within the school will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers
Activity - Assessments to Check for Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and in Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers
Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will grow together and share data in PLCs and PAC. Data will be analyzed and new strategies will be shared to increase student achievement in both reading and math.	Professional Learning	08/06/2014	05/29/2015	\$500	District Funding	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

Strategy 3:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiplex forms (i.e., oral, written, and visual) and includes reading, writing and listening/speaking. Earlington Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Integrated Methods for Learning

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Common Core Aligned Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Direct Instruction	08/06/2014	05/29/2015	\$50000	District Funding	Principal, Curriculum Coordinator, and Teachers
Activity - Quality Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading professional development, classroom modeling, and reading coaching will be provided to assist teachers in providing best practices instruction in the ELA Common Core. Strategies will continue to be honed and developed through PLC discussion, sharing, and analysis.	Professional Learning	08/06/2014	05/29/2015	\$5000	District Funding	Principal, Trainers scheduled by district, Teachers, Curriculum Coordinator
Activity - Reading Fluency Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitoring on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers
Activity - K-5 Writing Planning, Instruction and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-5 Writing Policy will continue to be implemented to support developing literacy skills across the grade levels. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	District Funding	Principal, Curriculum Coordinator, Teachers

(shared) Strategy 4:

Program Reviews - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Program Review Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary staff will form focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review according to the rubric, gather evidence supporting that progress, and plan instructional changes and programs in Practical Living, Arts and Humanities, Writing, and Primary based on the Program Review data.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Arts and Humanities Program Review Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2013-2014 Program Review data indicated that arts and humanities was the lowest area. EES teachers will make arts and humanities the focus program review area in 2014-2015 by incorporating arts into lesson plans, displaying exemplary art work, scheduling arts enrichment for intermediate students in the master schedule, planning arts and humanities family involvement nights, bringing in arts and humanities guest performers, giving students the opportunity to be in juried art shows and performances, and reflecting on art work.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Title I Teacher, Music Teacher, Librarian, Classroom Teachers

Activity - Program Review / Title I Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family nights will be planned in arts and humanities to support the program review focus area. Parents will be invited to enjoy student work and performances. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement	08/06/2014	05/29/2015	\$2000	Title I Schoolwide	Principal, Curriculum Coordinator, Music Teacher, Title I Teacher, Counselor, Librarian, Classroom Teachers

(shared) Strategy 5:

Reading and Math Intervention - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Title I intervention will be provided for struggling non-duplicated gap group students to increase achievement in combined reading and math performance.

Category: Integrated Methods for Learning

Activity - KSI Training and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons. Strategies and data will be shared and analyzed in PLCs to streamline KSI implementation.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Counselor, Principal, Teachers
---	--------------------------	------------	------------	-----	---------------------	--

Activity - ESS, KSI and Title I Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services will occur as needed to target students at their level of need. Title I services will be provided targeted reading and math instruction to students, with special focus on the non-duplicated gap group. Students will be selected via data analysis in PLCs and/or the SST. ESS will be provided for students in need of intervention.	Academic Support Program	08/06/2014	05/29/2015	\$3000	Title I Part A	Principal, Curriculum Coordinator, Title I teacher, Classroom Teachers

(shared) Strategy 6:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Activity - Brigance Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$500	District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Measurable Objective 2:

55% of All Students will demonstrate a proficiency in the Common Core standards in Mathematics by 05/30/2015 as measured by KPREP assessment.

(shared) Strategy 1:

CIITS - CIITS is statewide system of support for all Kentucky public school educators. The goal of the system of support is to fully support Kentucky teachers and students in implementing the core academic standards, thus improving achievement in the combined reading and math proficiency level in schools.

Category: Continuous Improvement

Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will utilize CIITS as an interface for organizing and analyzing multiple forms of assessment data, with an emphasis on reading and math assessment and achievement. Teachers will also engage in the professional growth opportunities housed in CIITS and create some lesson plans in CIITS. CIITS will be utilized for development of PGPs, student growth goals, peer observation feedback, and teacher effectiveness system feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Peer Observers, Teachers
--	--------------------------	------------	------------	-----	---------------------	-------------------------------------

(shared) Strategy 2:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Activity - Implementation of Curriculum and Alignment with the Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess core academic content. Curriculum will be aligned to the Common Core by adherence to the District Curriculum Map and teacher discussion of Common Core Alignment in PLCs and common planning. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation within the school will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Assessments to Check for Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and in Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will grow together and share data in PLCs and PAC. Data will be analyzed and new strategies will be shared to increase student achievement in both reading and math.	Professional Learning	08/06/2014	05/29/2015	\$500	District Funding	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

Strategy 3:

Math Initiative - Math is an essential enduring skill for college and career readiness. Math computation fluency, math reasoning, and math processing are vital processes to connections in other content areas, such as science and practical living. Earlington students will have targeted math instruction to ensure life long skills in this area have a solid foundation from the elementary level.

Category: Continuous Improvement

Activity - Common Core Aligned Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Direct Instruction	08/06/2014	05/29/2015	\$7000	Title I Schoolwide	Principal, Curriculum Coordinator, Teachers

Activity - Math Fluency Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary and intermediate. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Direct Instruction	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers

(shared) Strategy 4:

Program Reviews - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Activity - Program Review Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary staff will form focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review according to the rubric, gather evidence supporting that progress, and plan instructional changes and programs in Practical Living, Arts and Humanities, Writing, and Primary based on the Program Review data.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Teachers
Activity - Arts and Humanities Program Review Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2013-2014 Program Review data indicated that arts and humanities was the lowest area. EES teachers will make arts and humanities the focus program review area in 2014-2015 by incorporating arts into lesson plans, displaying exemplary art work, scheduling arts enrichment for intermediate students in the master schedule, planning arts and humanities family involvement nights, bringing in arts and humanities guest performers, giving students the opportunity to be in juried art shows and performances, and reflecting on art work.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Curriculum Coordinator, Title I Teacher, Music Teacher, Librarian, Classroom Teachers
Activity - Program Review / Title I Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family nights will be planned in arts and humanities to support the program review focus area. Parents will be invited to enjoy student work and performances. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement	08/06/2014	05/29/2015	\$2000	Title I Schoolwide	Principal, Curriculum Coordinator, Music Teacher, Title I Teacher, Counselor, Librarian, Classroom Teachers

(shared) Strategy 5:

Reading and Math Intervention - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Title I intervention will be provided for struggling non-duplicated gap group students to increase achievement in combined reading and math performance.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Category: Integrated Methods for Learning

Activity - KSI Training and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons. Strategies and data will be shared and analyzed in PLCs to streamline KSI implementation.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Counselor, Principal, Teachers
Activity - ESS, KSI and Title I Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services will occur as needed to target students at their level of need. Title I services will be provided targeted reading and math instruction to students, with special focus on the non-duplicated gap group. Students will be selected via data analysis in PLCs and/or the SST. ESS will be provided for students in need of intervention.	Academic Support Program	08/06/2014	05/29/2015	\$3000	Title I Part A	Principal, Curriculum Coordinator, Title I teacher, Classroom Teachers

(shared) Strategy 6:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Activity - Brigance Administration and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$500	District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Goal 5: Earlington Elementary will increase the average combined reading and mathematics scores for students in the non-duplicated gap group from 47.2 to 55.7.

Measurable Objective 1:

57% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by KPREP assessment.

Strategy 1:

Best Practices and Sustainability - Teachers of reading / ELA will collaborate in PLCs to develop plans for implementing best practice instruction by integrating diverse methods of learning to reach all students, including non-duplicated gap group students. Data will be analyzed and disaggregated to find gaps, deficits, and trends present in gap student performance. This data will be utilized to provide targeted instruction in the ELA / reading Common Core to meet the diverse needs of the non-duplicated gap group.

Category: Integrated Methods for Learning

Activity - Analysis of Student Reading / ELA Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross- referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non- duplicated gap group. Individual growth will be targeted within the non- duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers
Activity - Family Resource Center Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$30000	District Funding	Family Resource Director and Staff, DPP, Principal
Activity - Learning Checks, Mirrored Assessments, and Constructed Responses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in reading / ELA to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Counselor, Curriculum Coordinator, Teachers
---	--------------------------	------------	------------	--------	--------------------	--

Activity - Parent Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement	08/06/2014	05/29/2015	\$1500	Title I Schoolwide	Principal, PTA, FRC Staff, Music Teacher, Title I teacher

(shared) Strategy 2:

Professional Development - Professional learning will be utilized to provide development to teachers at Earlington through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Activity - Professional Development and Coaching Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in quality professional development and coaching sessions in the implementation of Journeys Reading, EnVisions Math, and Abel and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students.	Professional Learning	08/06/2014	05/29/2015	\$3000	District Funding	District provided trainers, Principal, Curriculum Coordinator

Activity - Principal Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for nonduplicated gap group students and utilize that data for building wide instructional planning.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, District Coach, PAC faculty representatives

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Earlington Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students to drive instructional planning and changes.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks will be conducted by the principal, counselor, and curriculum coordinator to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group.	Professional Learning	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Counselor, Curriculum Coordinator

(shared) Strategy 3:

Progress Monitoring - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.

Performance and growth of nonduplicated gap group students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Activity - KSI Training and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons, emphasizing growth in nonduplicated gap group students.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Counselor, Teachers

Activity - KSI Implementation and Title I Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigrance, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students will be targeted for pull out services as needed as determined by performance data.	Academic Support Program	08/06/2014	05/29/2015	\$50000	Title I Schoolwide	Curriculum Coordinator, Title I teacher, Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to monitor their own progress, set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers
--	--------------------------	------------	------------	-------	--------------	--

Measurable Objective 2:

54% of Black or African-American, Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by KPREP assessment.

Strategy 1:

Best Practice and Sustainability - Teachers of math will collaborate in PLCs to develop plans for implementing best practice instruction by integrating diverse methods of learning to reach all students, including non-duplicated gap group students. Data will be analyzed and disaggregated to find gaps, deficits, and trends present in gap student performance. This data will be utilized to provide targeted instruction in the math Common Core to meet the diverse needs of the non-duplicated gap group.

Category: Integrated Methods for Learning

Activity - Analysis of Student Math Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in mathematics. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Family Resource Center Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$30000	District Funding	FRC Director and Staff, DPP, Principal

Activity - Learning Checks, Constructed Responses, and Mirrored Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in math to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Title I Schoolwide	Principal, Counselor, Curriculum Coordinator, Teachers
--	--------------------------	------------	------------	--------	--------------------	--

Activity - Parent Involvement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement	08/06/2014	05/29/2015	\$3000	Title I Schoolwide	Principal, PTA, FRC, Title I teacher, Music Teacher

(shared) Strategy 2:

Professional Development - Professional learning will be utilized to provide development to teachers at Earlington through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Activity - Professional Development and Coaching Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in quality professional development and coaching sessions in the implementation of Journeys Reading, EnVisions Math, and Abel and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students.	Professional Learning	08/06/2014	05/29/2015	\$3000	District Funding	District provided trainers, Principal, Curriculum Coordinator

Activity - Principal Advisory Council	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for nonduplicated gap group students and utilize that data for building wide instructional planning.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, District Coach, PAC faculty representatives

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Earlington Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students to drive instructional planning and changes.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers
---	-----------------------	------------	------------	-----	---------------------	--

Activity - Learning Walks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Learning walks will be conducted by the principal, counselor, and curriculum coordinator to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group.	Professional Learning	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Counselor, Curriculum Coordinator

(shared) Strategy 3:

Progress Monitoring - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.

Performance and growth of nonduplicated gap group students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Activity - KSI Training and Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons, emphasizing growth in nonduplicated gap group students.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Curriculum Coordinator, Counselor, Teachers

Activity - KSI Implementation and Title I Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigrance, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students will be targeted for pull out services as needed as determined by performance data.	Academic Support Program	08/06/2014	05/29/2015	\$50000	Title I Schoolwide	Curriculum Coordinator, Title I teacher, Teachers

Activity - Student Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to monitor their own progress, set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	General Fund	Principal, Counselor, Curriculum Coordinator, Teachers
--	--------------------------	------------	------------	-------	--------------	--

Goal 6: Earlington Elementary will increase the effectiveness of teachers as measured by TPGES.

Measurable Objective 1:

demonstrate a proficiency of effective teaching by 05/30/2015 as measured by TPGES, Tell Survey Data, Student Growth and Assessment Data.

Strategy 1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student growth survey data, and have observations by the administrative team. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Activity - Grade Level Teaming and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers

Activity - PLCs and PAC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

Activity - Utilization of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Implementation and Monitoring of Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers, Curriculum Coordinator, Counselor, Principal
--	-----------------------	------------	------------	-----	---------------------	--

Activity - Utilization of the Framework for Teaching and Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Framework for Teaching and feedback from walk throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers, Peer Observers, Principal

Goal 7: Earlington Elementary will increase the effectiveness of the school principal as measured by PPGES.

Measurable Objective 1:

demonstrate a proficiency in effective school leadership by 05/30/2015 as measured by PPGES, TPGES, Tell Survey data, student assessment data, self-reflection.

Strategy 1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Survey, teacher PGES, and student assessment data.

Category: Principal PGES

Activity - Monitor Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and KPREP scores.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Collaborate with District Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning	08/06/2014	05/29/2015	\$1000	District Funding	Principal, District Coach, District Instructional Team

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Monitor the Implementation of the Working Conditions Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will work to build the culture and climate at EES. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment.	Professional Learning	08/06/2014	05/29/2015	\$1000	General Fund	Principal, Counselor, Curriculum Coordinator
Activity - Utilization of Data to Accomplish the Professional Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will utilize data disaggregation tools and strategies to determine gaps in curriculum. The principal will identify gap students and implement high yield continuous improvement strategies. The principal will team with the counselor, curriculum coordinator, and PLCs to track student data.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Focus Groups	Program review focus groups will meet for writing, practical living, and the primary program at least once per trimester. The focus groups will target sustaining proficiency in each of these areas by measuring progress according to the program review rubric and review supporting evidence in each area.	Academic Support Program	08/06/2014	05/29/2015	\$0	Curriculum Coordinator, Principal, Counselor, Program Review Focus Group Members, Teachers
Utilization of Data to Accomplish the Professional Growth Goal	The principal will utilize data disaggregation tools and strategies to determine gaps in curriculum. The principal will identify gap students and implement high yield continuous improvement strategies. The principal will team with the counselor, curriculum coordinator, and PLCs to track student data.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Counselor, Curriculum Coordinator, Teachers
Utilization of CIITS	Teachers will utilize CITTs to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Counselor, Curriculum Coordinator, Teachers
Grade Level Teaming and Planning	Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Teachers
Implementation and Monitoring of Student Growth Goals	Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning	08/06/2014	05/29/2015	\$0	Teachers, Curriculum Coordinator, Counselor, Principal
Utilization of the Framework for Teaching and Instructional Feedback	Teachers will utilize the Framework for Teaching and feedback from walk throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning	08/06/2014	05/29/2015	\$0	Teachers, Peer Observers, Principal

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Principal Advisory Council	The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for nonduplicated gap group students and utilize that data for building wide instructional planning.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, District Coach, PAC faculty representatives
Fluency Student Growth Goals	Kindergarten through third grade teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Teachers
Arts and Humanities Program Review Focus Committee	A focus group for the arts and humanities program review will meet each trimester to review progress toward proficiency according to the arts and humanities program review rubric and to review gathered documentation and evidence for that program review.	Academic Support Program	08/06/2014	05/29/2015	\$0	Curriculum Coordinator, Music Teacher, Arts and Humanities Program Review Focus Committee, Principal
Professional Learning Communities	Earlington Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students to drive instructional planning and changes.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Teachers
Monitor Student Growth Goals	The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and KPREP scores.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Teachers
Reflection on Arts and Humanities	Students will be given the opportunity to reflect on personal art works, art and performances of peers, and the art and performances of guest performers. Reflection will enable students to grow in artistic abilities and skills.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Music Teacher, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

K-3 Program Review	The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Primary Program Review Focus Group, Teachers
KSI Training and Refinement	Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons. Strategies and data will be shared and analyzed in PLCs to streamline KSI implementation.	Academic Support Program	08/06/2014	05/29/2015	\$0	Curriculum Coordinator, Counselor, Principal, Teachers
KSI Training and Refinement	Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons, emphasizing growth in nonduplicated gap group students.	Academic Support Program	08/06/2014	05/29/2015	\$0	Curriculum Coordinator, Counselor, Teachers
Utilization of CIITS	Teachers will utilize CIITS as an interface for organizing and analyzing multiple forms of assessment data, with an emphasis on reading and math assessment and achievement. Teachers will also engage in the professional growth opportunities housed in CIITS and create some lesson plans in CIITS. CIITS will be utilized for development of PGPs, student growth goals, peer observation feedback, and teacher effectiveness system feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Peer Observers, Teachers
Reading Fluency Student Growth Goals	Teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitoring on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Teachers
Analyze Student Behavior Data	Earlington Elementary faculty will prioritize data to emphasize behavioral growth. Faculty will show how current and longitudinal data is utilized to make informed decisions. The PBIS team will meet monthly and utilize SWIS to analyze data. Review of SWIS data within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure behavioral growth in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through individual data monitoring.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	Principal, Counselor, PBIS Tier I Team

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Implementation of Curriculum and Alignment with the Common Core Standards	Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess core academic content. Curriculum will be aligned to the Common Core by adherence to the District Curriculum Map and teacher discussion of Common Core Alignment in PLCs and common planning. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Teachers
Analysis of Student Math Data	Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in mathematics. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross- referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non- duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Teachers
Implementation of and Alignment of Common Core Standards	Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for Kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Teachers
Math Fluency Focus	Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Teachers
Math Fluency Focus	Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary and intermediate. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Direct Instruction	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Analysis of Student Reading / ELA Data	Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross- referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non- duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Counselor, Teachers
PLCs and PAC	PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers
Program Review Focus Groups	Earlington Elementary staff will form focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review according to the rubric, gather evidence supporting that progress, and plan instructional changes and programs in Practical Living, Arts and Humanities, Writing, and Primary based on the Program Review data.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS, KSI and Title I Intervention	KSI will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services will occur as needed to target students at their level of need. Title I services will provided targeted reading and math instruction to students, with special focus on the non-duplicated gap group. Students will be selected via data analysis in PLCs and/or the SST. ESS will be provided for students in need of intervention.	Academic Support Program	08/06/2014	05/29/2015	\$3000	Principal, Curriculum Coordinator, Title I teacher, Classroom Teachers
Total					\$3000	

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Checks, Constructed Responses, and Mirrored Assessments	Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in math to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Curriculum Coordinator, Teachers
Parent Involvement Activities	Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement	08/06/2014	05/29/2015	\$1500	Principal, PTA, FRC Staff, Music Teacher, Title I teacher
Arts and Humanities Student Programs and Family Nights	Student performances and family nights will be planned with an arts and humanities focus. These performances will give students the ability to perform and participate in live presentations of the arts and will get parents involved in planning and partnering with the school in the arts.	Parent Involvement	08/06/2014	05/29/2015	\$1000	Principal, Music Teacher, Curriculum Coordinator, Counselor, Teachers
Arts and Humanities Guest Performances	Guests will come in to perform and model arts and humanities programs. These performances will give students the ability to witness proficient performances and reflect on how they can grow in their artistic abilities.	Academic Support Program	08/06/2014	05/29/2015	\$2800	Principal, Curriculum Coordinator, Counselor, Music Teacher
Common Core Aligned Math Instruction	Students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Direct Instruction	08/06/2014	05/29/2015	\$7000	Principal, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Learning Checks, Mirrored Assessments, and Constructed Responses	Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in reading / ELA to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Curriculum Coordinator, Teachers
Assessments to Check for Mastery	MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and in Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Counselor, Teachers
Parent Involvement Activities	Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement	08/06/2014	05/29/2015	\$3000	Principal, PTA, FRC, Title I teacher, Music Teacher
Juried Art Show and Performance Opportunities	Students will be given the opportunity to participate in juried art shows and performances to develop and showcase artistic abilities.	Academic Support Program	08/06/2014	05/29/2015	\$500	Curriculum Coordinator, Counselor, Music Teacher, Librarian
KSI Implementation and Title I Intervention	KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students will be targeted for pull out services as needed as determined by performance data.	Academic Support Program	08/06/2014	05/29/2015	\$50000	Curriculum Coordinator, Title I teacher, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Arts and Humanities Program Review Focus	2013-2014 Program Review data indicated that arts and humanities was the lowest area. EES teachers will make arts and humanities the focus program review area in 2014-2015 by incorporating arts into lesson plans, displaying exemplary art work, scheduling arts enrichment for intermediate students in the master schedule, planning arts and humanities family involvement nights, bringing in arts and humanities guest performers, giving students the opportunity to be in juried art shows and performances, and reflecting on art work.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Title I Teacher, Music Teacher, Librarian, Classroom Teachers
Program Review / Title I Family Nights	Family nights will be planned in arts and humanities to support the program review focus area. Parents will be invited to enjoy student work and performances. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement	08/06/2014	05/29/2015	\$2000	Principal, Curriculum Coordinator, Music Teacher, Title I Teacher, Counselor, Librarian, Classroom Teachers
Assessments to Check for Mastery	MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to kindergarten through third grade students to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Counselor, Teachers
Total					\$72800	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor the Implementation of the Working Conditions Goal	The principal will work to build the culture and climate at EES. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment.	Professional Learning	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Curriculum Coordinator
Emphasize Positive Behavior	Teachers will strive to maintain a ratio of 4 positives to every 1 negative behavioral / relational interaction. Teachers will continue to implement Whale Done / Bucket Fillers and look for ways to emphasize positives in the classroom. A weekly Whale Done assembly will be held to recognize positive behavior.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Art Enrichment for Intermediate Students	The master schedule will allow time for intermediate students to have art class one time per week. All students will have music class one time per week.	Academic Support Program	08/06/2014	05/29/2015	\$3000	Principal, Counselor, Staff providing extra art instruction, Music teacher, Teachers
Incorporating Art Across the Curriculum	All teachers will incorporate aspects of the arts - visual arts, music, drama, or dance - into lesson plans. Teachers will post exemplary examples of student arts work. Students will reflect on art work. Arts integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program	08/06/2014	05/29/2015	\$2500	Principal, Curriculum Coordinator, Teachers
Student Data Notebooks	Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to monitor their own progress, set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	Principal, Counselor, Curriculum Coordinator, Teachers
Student Data Notebooks	Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	Principal, Counselor, Curriculum Coordinator, Teachers
Targeting High Referral Months	The PBIS team will work proactively to target high referral months by reviewing trend data, analyzing possible reasons for spikes in referrals, scheduling additional reteaching in high referral months, and offering incentives for positive behavior during these time periods.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Tier I PBIS team, Teachers
Analysis of Student Progress Data	Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	Principal, Counselor, Curriculum Coordinator, Teachers
Writing and Practical Living Integration Across the Curriculum	All teachers will incorporate writing and practical living into lesson plans. Teachers will post exemplary examples of writing and practical living work. Students will reflect on writing and learning in practical living. Writing and practical living integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Common Core Aligned Math Instruction	Kindergarten through third grade students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Academic Support Program	08/06/2014	05/29/2015	\$7000	Principal, Curriculum Coordinator, Teachers
Analysis of Student Progress Data	Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation within the school will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program	08/06/2014	05/29/2015	\$2500	Principal, Counselor, Curriculum Coordinator, Teachers
Learning Walks	Learning walks will be conducted by the principal, counselor, and curriculum coordinator to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group.	Professional Learning	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Curriculum Coordinator
School Readiness Parent Awareness	Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement	08/06/2014	05/29/2015	\$100	Principal, Curriculum Coordinator, Kindergarten Teachers
Student Data Notebooks	Kindergarten through third grade students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program	08/06/2014	05/29/2015	\$500	Principal, Counselor, Curriculum Coordinator, Teachers
Total					\$24100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Common Core Aligned Reading Instruction	Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Direct Instruction	08/06/2014	05/29/2015	\$50000	Principal, Curriculum Coordinator, and Teachers
K-5 Writing Planning, Instruction and Training	The K-5 Writing Policy will continue to be implemented to support developing literacy skills across the grade levels. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Teachers
Common Core Aligned Reading Instruction	Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Academic Support Program	08/06/2014	05/29/2015	\$50000	Principal, Curriculum Coordinator, Teachers
Quality Professional Learning	Reading professional development, classroom modeling, and reading coaching will be provided to assist teachers in providing best practices instruction in the ELA Common Core. Strategies will continue to be honed and developed through PLC discussion, sharing, and analysis.	Professional Learning	08/06/2014	05/29/2015	\$5000	Principal, Trainers scheduled by district, Teachers, Curriculum Coordinator

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Check In Check Out Mentoring	Students with two or more office referrals who have been determined to be in need of additional supports by the Tier II PBIS team will be paired with an adult mentor for Check In Check Out. Check In Check Out will begin the student's day on a positive note and allow the student to check back in with a mentor at the end of the day for a positive end of the day. Points will be monitored on a point sheet all day, and if the student reaches his/her personal goal the student receives a treat from the mentor.	Behavioral Support Program	08/06/2014	05/29/2015	\$5000	Principal, Counselor, SST, Tier II PBIS Team, Check In Check Out Mentors, Teachers
Collaborate with District Coach	The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning	08/06/2014	05/29/2015	\$1000	Principal, District Coach, District Instructional Team
Family Resource Center Collaboration	The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$30000	FRC Director and Staff, DPP, Principal
Ongoing Refresher Training for Students and Staff	Ongoing training will be provided for students and staff to refresh on PBIS procedures and implement with fidelity.	Behavioral Support Program	08/06/2014	05/29/2015	\$1000	Principal, Counselor, Teachers
Family Resource Center Collaboration	The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program	08/06/2014	05/29/2015	\$30000	Family Resource Director and Staff, DPP, Principal
Professional Development and Coaching Sessions	Teachers will participate in quality professional development and coaching sessions in the implementation of Journeys Reading, EnVisions Math, and Abel and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students.	Professional Learning	08/06/2014	05/29/2015	\$3000	District provided trainers, Principal, Curriculum Coordinator
Professional Learning	Teachers will grow together and share data in PLCs and PAC. Data will be analyzed and new strategies will be shared to increase student achievement in both reading and math.	Professional Learning	08/06/2014	05/29/2015	\$500	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Brigance Administration and Data Analysis	Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$500	Principal, Curriculum Coordinator, Kindergarten Teachers
Brigance Administration and Data Analysis	Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinator, Kindergarten Teachers
Writing Planning, Instruction, and Training	The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program	08/06/2014	05/29/2015	\$1000	Principal, Curriculum Coordinators, Trainers, Teachers
Total					\$179000	

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 data indicates an improvement in achievement, gap, and growth scores in 2013-2014. EES surpassed the AMO goal of 58 by 7.2 points to reach 65.2. Reading, mathematics, science, and on demand writing scores showed an increase. However, social studies and language mechanics scores decreased. Improvement is still needed in all core areas to reach the EES goal of 70 for proficiency. Though the data defines the targets and areas of need, the data does not provide specific content strands in need of improvement. Teachers will continue to dissect MAP data, classroom assessment data, learning check data, and learning walk feedback in PLCs to hone in on areas of need within reading, math, science, and mechanics.

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?

The area of largest increase in 13-14 scores was On Demand, with an 18.7 percent growth in proficient and distinguished scores. Gap proficient and distinguished scores in on demand writing increased 33.9 percent. Another area of great growth was reading, with an 11.7 percent gain in proficient and distinguished scores. Gap scores in reading increased 15.4 percent points in proficient and distinguished scores. Mathematics scores increased 7.1 percent in proficient and distinguished scores, with gap score percentages increased 12.6 in proficient and distinguished. To sustain this strength, we are providing rigorous instruction in all subject areas and "naming and claiming" students in need of intervention or bridging a level of performance. Data is being disaggregated in PLC meetings for KPREP scores, MAP data, learning checks, and classroom assessments. Teachers are being provided with high quality professional development and sharing strategies in PLC meetings and job embedded professional training.

Opportunities for Improvement

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

Scores decreased in 2013-2014 KPREP in social studies and language mechanics. These subject areas are being targeted with an emphasis on novice reduction by "naming and claiming" students, disaggregating data in PLCs, sharing effective instructional strategies in PLCs for these subjects, and observing teachers in proficient schools. In addition, decreasing novice is a focus in reading, mathematics, and language mechanics. By moving novice students to apprentice and apprentice students to proficient, EES expects to see great increases in achievement scores in 2014-2015. Strategies in those subjects will include targeting students to move, disaggregating data to drive instructional strategies, and providing high level rigorous instruction.

Conclusion

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

Our next steps for addressing our concerns with increasing scores is to provide teachers with professional development on using data to drive instructional strategies for reducing novice and increasing proficient and distinguished scores. Teachers will work in PLCs each week and job embedded training to develop and share these instructional strategies. Learning checks will be developed and administered to monitor progress and growth. Winter MAP testing will be completed to monitor reduction of novice and an increase in proficiency. Learning walks will be conducted by the leadership team to provide teachers feedback on improvements in instructional strategies.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Karen Mackey, Principal

Judy Campbell, School Consultant

Wendy Mitchell, Counselor and Parent

Scott Moore, Curriculum Coordinator

Erica Rodgers, Parent

Eddie Perkins, Parent

Alicia Reeves, Parent

Terri Turner, Parent and Special Education Teacher

Alaysha Scott, Parent and 4th Grade Teacher

Jenny Haw, Parent and 3rd Grade Teacher

Jamie Moss, 1st Grade Teacher

Kelly Mullins, Kindergarten Teacher

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.43

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

KDE Comprehensive School Improvement Plan

Earlington Elementary School

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Earlington Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

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

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

KDE Comprehensive School Improvement Plan

Earlington Elementary School

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.83

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

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

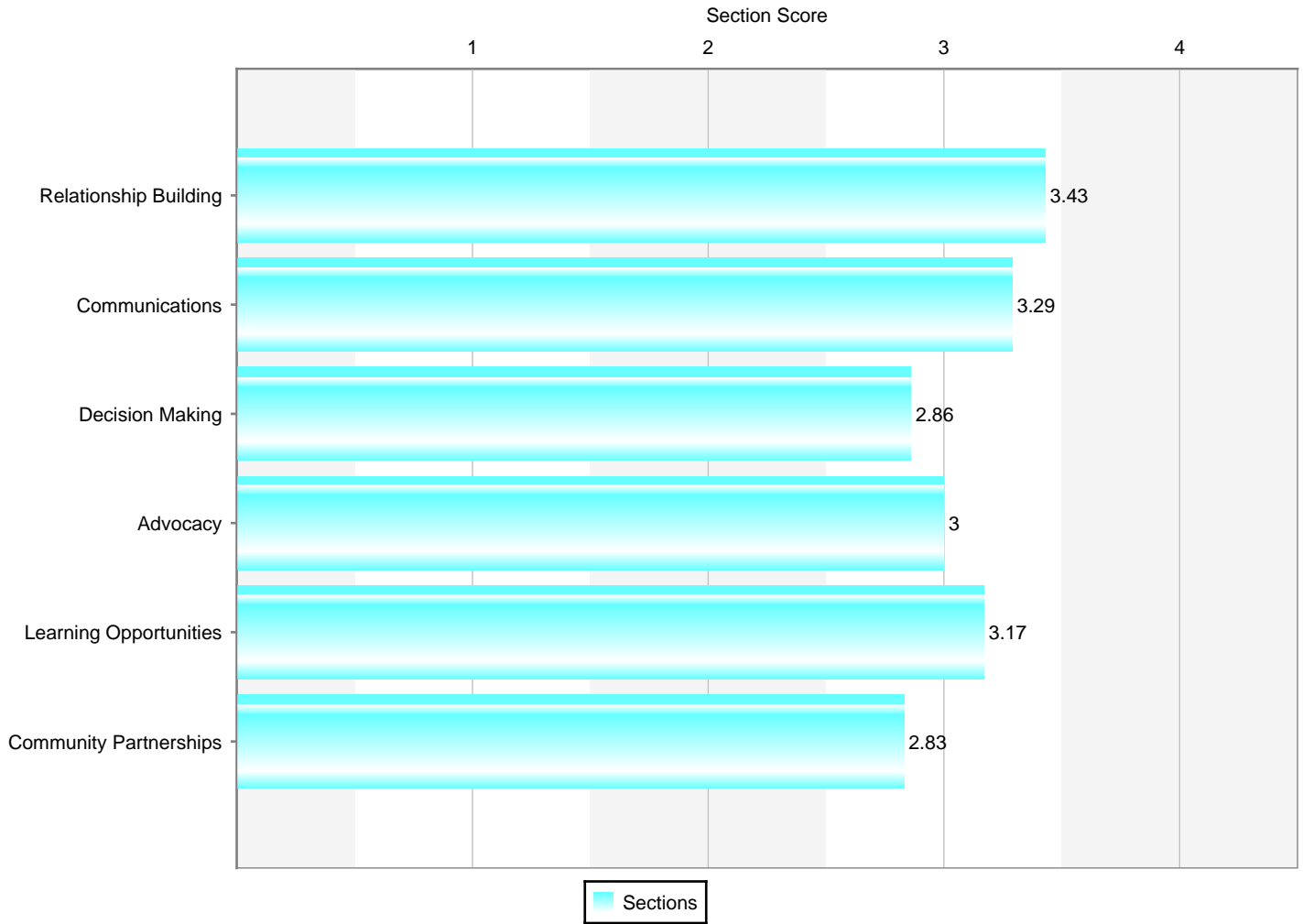
Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength identified included relationship building, communications, and learning opportunities. Earlington Elementary leadership and teachers sustain strengths in these areas by maintaining open lines of communication between home and school by phone, agenda, email, and face to face contacts, offering multiple opportunities for parents to participate in conferences and family nights, and involving parents in decision making groups, such as SBDM and its related committees, the FRC council, PBIS committee, and PTA.

Though Earlington has grown in involving stakeholders, collaboration with the community is still a challenge. Due to lack of local businesses within our school district, most larger business partners collaborate with city schools on projects and initiatives. Despite those odds, the leadership and teachers at Earlington will continue to reach out to local business owners and invite them to be a part of initiatives and programs at Earlington Elementary.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Earlington Comprehensive Improvement Plan was developed with the input of various stake holders. The first opportunity for teachers to provide input was the TELL Survey. TELL Survey data was analyzed and utilized in making planning decisions for the comprehensive plan. Teachers were also given the opportunity to provide feedback in the development of the plan through a large group faculty meeting and monthly committee meetings. Teachers were notified in advance that CSIP input would be an agenda item and were given the opportunity to look over past goals and give input on changes for this year. Parents also had the opportunity to participate in improvement planning through attendance at the SBDM and committee meetings. The SBDM is publicized via local media.

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

Teachers participated in the development of the plan by providing input via the TELL Survey, in PLC groups, committee meetings, and faculty groups. Teachers also analyzed data with curriculum coordinator, counselor, district coach and consultant, and principal in PLCs and utilized that data to make decisions. Parents participated via SBDM committees, and parent input from the Needs Assessment survey was reviewed.

Title I Component 8

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Earlington CSIP will be shared with all stakeholders via the Earlington Elementary website. Parents and teachers will be notified when the plan is uploaded and when progress notes are inputted. The CSIP and progress notes will be reviewed regularly in the SBDM meeting that any stakeholder can attend. Teachers will review CSIP progress through faculty and PLC meetings.

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		

KDE Comprehensive School Improvement Plan

Earlington Elementary School

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		

KDE Comprehensive School Improvement Plan

Earlington Elementary School

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.	No	Earlington Elementary implement the 10 components of the Title I school-wide program.	

KDE Comprehensive School Improvement Plan

Earlington Elementary School

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		

KDE Comprehensive School Improvement Plan

Earlington Elementary School

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.	Yes		

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

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Earlington Elementary will increase the effectiveness of teachers as measured by TPGES.

Measurable Objective 1:

demonstrate a proficiency of effective teaching by 05/30/2015 as measured by TPGES, Tell Survey Data, Student Growth and Assessment Data.

Strategy1:

Professional Growth and Effectiveness System - Teachers will develop a professional growth plan, establish student growth goals, complete a self-reflection, utilize student growth survey data, and have observations by the administrative team. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Research Cited:

Activity - Utilization of the Framework for Teaching and Instructional Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize the Framework for Teaching and feedback from walk throughs and/or peer mini observations to shape and change planning, curriculum, instruction, assessments, classroom management, and professional behaviors in their classrooms and building roles.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, Peer Observers, Principal

Activity - PLCs and PAC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs and PAC will be implemented to foster communication, disaggregate data, share strategies, and make instructional decisions.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Utilization of CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CITTs to develop and access Professional Growth Plans and Student Growth Goals, plan some lessons, and access resources such as the Educator Development Suite and PD 360.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Grade Level Teaming and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teacher groups will team together and plan together to observe, share ideas, and foster relationship building for improving student achievement and professional growth.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Implementation and Monitoring of Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement and monitor student growth goals based on student needs in reading fluency to drive reading instruction.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, Curriculum Coordinator, Counselor, Principal

Goal 2:

Earlington Elementary will increase the effectiveness of the school principal as measured by PPGES.

Measurable Objective 1:

demonstrate a proficiency in effective school leadership by 05/30/2015 as measured by PPGES, TPGES, Tell Survey data, student assessment data, self-reflection.

Strategy1:

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data from the TELL Survey, teacher PGES, and student assessment data.

Category: Principal PGES

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Monitor the Implementation of the Working Conditions Goal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will work to build the culture and climate at EES. The principal will work to protect team planning and PLC times, ensuring teachers have adequate time for collaboration and planning. These practices will foster a positive and productive working environment.	Professional Learning			08/06/2014	05/29/2015	\$1000 - General Fund	Principal, Counselor, Curriculum Coordinator

Activity - Collaborate with District Coach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district has assigned a support coach to assist the principal with administrative tasks and decision making. The coach will participate in PAC meetings and will participate in other planning, decision making, and coaching, as needed.	Professional Learning			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, District Coach, District Instructional Team

Activity - Utilization of Data to Accomplish the Professional Growth Goal	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will utilize data disaggregation tools and strategies to determine gaps in curriculum. The principal will identify gap students and implement high yield continuous improvement strategies. The principal will team with the counselor, curriculum coordinator, and PLCs to track student data.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Monitor Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor progress toward student growth goals by monitoring reading fluency progress data, MAP scores, learning check scores, Common Assessment scores, and KPREP scores.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

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

Goal 1:

Earlington Elementary will increase the average combined reading and math KPREP scores for students from 46.6 to 55.8.

Measurable Objective 1:

SY 2014-2015

© 2014 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

57% of All Students will demonstrate a proficiency in the Common Core standards in Reading by 05/30/2015 as measured by KPREP Assessment.

Strategy1:

Reading and Math Intervention - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Title I intervention will be provided for struggling non-duplicated gap group students to increase achievement in combined reading and math performance.

Category: Integrated Methods for Learning

Research Cited:

Activity - ESS, KSI and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services will occur as needed to target students at their level of need. Title I services will be provided targeted reading and math instruction to students, with special focus on the non-duplicated gap group. Students will be selected via data analysis in PLCs and/or the SST. ESS will be provided for students in need of intervention.	Academic Support Program			08/06/2014	05/29/2015	\$3000 - Title I Part A	Principal, Curriculum Coordinator, Title I teacher, Classroom Teachers

Activity - KSI Training and Refinement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons. Strategies and data will be shared and analyzed in PLCs to streamline KSI implementation.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Counselor, Principal, Teachers

Strategy2:

Program Reviews - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Program Review / Title I Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family nights will be planned in arts and humanities to support the program review focus area. Parents will be invited to enjoy student work and performances. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement			08/06/2014	05/29/2015	\$2000 - Title I Schoolwide	Principal, Curriculum Coordinator, Music Teacher, Title I Teacher, Counselor, Librarian, Classroom Teachers

Activity - Arts and Humanities Program Review Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2013-2014 Program Review data indicated that arts and humanities was the lowest area. EES teachers will make arts and humanities the focus program review area in 2014-2015 by incorporating arts into lesson plans, displaying exemplary art work, scheduling arts enrichment for intermediate students in the master schedule, planning arts and humanities family involvement nights, bringing in arts and humanities guest performers, giving students the opportunity to be in juried art shows and performances, and reflecting on art work.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Title I Teacher, Music Teacher, Librarian, Classroom Teachers

Activity - Program Review Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary staff will form focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review according to the rubric, gather evidence supporting that progress, and plan instructional changes and programs in Practical Living, Arts and Humanities, Writing, and Primary based on the Program Review data.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Strategy3:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Implementation of Curriculum and Alignment with the Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess core academic content. Curriculum will be aligned to the Common Core by adherence to the District Curriculum Map and teacher discussion of Common Core Alignment in PLCs and common planning. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation within the school will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/06/2014	05/29/2015	\$2500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Assessments to Check for Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and in Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will grow together and share data in PLCs and PAC. Data will be analyzed and new strategies will be shared to increase student achievement in both reading and math.	Professional Learning			08/06/2014	05/29/2015	\$500 - District Funding	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

Strategy4:

CIITS - CIITS is statewide system of support for all Kentucky public school educators. The goal of the system of support is to fully support Kentucky teachers and students in implementing the core academic standards, thus improving achievement in the combined reading and math proficiency level in schools.

Category: Continuous Improvement

Research Cited:

Activity - Utilization of CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS as an interface for organizing and analyzing multiple forms of assessment data, with an emphasis on reading and math assessment and achievement. Teachers will also engage in the professional growth opportunities housed in CIITS and create some lesson plans in CIITS. CIITS will be utilized for development of PGP, student growth goals, peer observation feedback, and teacher effectiveness system feedback.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Peer Observers, Teachers

Strategy5:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication

KDE Comprehensive School Improvement Plan

Earlington Elementary School

development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigrance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigrance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$500 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Strategy6:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multipletext forms (i.e., oral, written, and visual) and includes reading, writing and listening/speaking. Earlington Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Integrated Methods for Learning

Research Cited:

Activity - Quality Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading professional development, classroom modeling, and reading coaching will be provided to assist teachers in providing best practices instruction in the ELA Common Core. Strategies will continue to be honed and developed through PLC discussion, sharing, and analysis.	Professional Learning			08/06/2014	05/29/2015	\$5000 - District Funding	Principal, Trainers scheduled by district, Teachers, Curriculum Coordinator

Activity - K-5 Writing Planning, Instruction and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-5 Writing Policy will continue to be implemented to support developing literacy skills across the grade levels. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Common Core Aligned Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Direct Instruction			08/06/2014	05/29/2015	\$50000 - District Funding	Principal, Curriculum Coordinator, and Teachers

Activity - Reading Fluency Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitoring on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 2:

55% of All Students will demonstrate a proficiency in the Common Core standards in Mathematics by 05/30/2015 as measured by KPREP assessment.

Strategy1:

CIITS - CIITS is statewide system of support for all Kentucky public school educators. The goal of the system of support is to fully support Kentucky teachers and students in implementing the core academic standards, thus improving achievement in the combined reading and math proficiency level in schools.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Utilization of CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS as an interface for organizing and analyzing multiple forms of assessment data, with an emphasis on reading and math assessment and achievement. Teachers will also engage in the professional growth opportunities housed in CIITS and create some lesson plans in CIITS. CIITS will be utilized for development of PGPs, student growth goals, peer observation feedback, and teacher effectiveness system feedback.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Peer Observers, Teachers

Strategy2:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$500 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Strategy3:

Reading and Math Intervention - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Title I intervention will be provided for struggling non-duplicated gap group students to increase achievement in combined reading and math performance.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - ESS, KSI and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services will occur as needed to target students at their level of need. Title I services will be provided targeted reading and math instruction to students, with special focus on the non-duplicated gap group. Students will be selected via data analysis in PLCs and/or the SST. ESS will be provided for students in need of intervention.	Academic Support Program			08/06/2014	05/29/2015	\$3000 - Title I Part A	Principal, Curriculum Coordinator, Title I teacher, Classroom Teachers

Activity - KSI Training and Refinement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons. Strategies and data will be shared and analyzed in PLCs to streamline KSI implementation.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Counselor, Principal, Teachers

Strategy4:

Math Initiative - Math is an essential enduring skill for college and career readiness. Math computation fluency, math reasoning, and math processing are vital processes to connections in other content areas, such as science and practical living. Earlington students will have targeted math instruction to ensure life long skills in this area have a solid foundation from the elementary level.

Category: Continuous Improvement

Research Cited:

Activity - Math Fluency Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary and intermediate. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Direct Instruction			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Common Core Aligned Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Direct Instruction			08/06/2014	05/29/2015	\$7000 - Title I Schoolwide	Principal, Curriculum Coordinator, Teachers

Strategy5:

Program Reviews - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

Activity - Arts and Humanities Program Review Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2013-2014 Program Review data indicated that arts and humanities was the lowest area. EES teachers will make arts and humanities the focus program review area in 2014-2015 by incorporating arts into lesson plans, displaying exemplary art work, scheduling arts enrichment for intermediate students in the master schedule, planning arts and humanities family involvement nights, bringing in arts and humanities guest performers, giving students the opportunity to be in juried art shows and performances, and reflecting on art work.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Title I Teacher, Music Teacher, Librarian, Classroom Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Program Review Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary staff will form focus groups that target each portion of the Kentucky Program Review. Teachers will evaluate school progress on each standard in the program review according to the rubric, gather evidence supporting that progress, and plan instructional changes and programs in Practical Living, Arts and Humanities, Writing, and Primary based on the Program Review data.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Program Review / Title I Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family nights will be planned in arts and humanities to support the program review focus area. Parents will be invited to enjoy student work and performances. These activities will be incorporated with Title I parent nights to give parents information on supporting student achievement, literacy, and math at home and school.	Parent Involvement			08/06/2014	05/29/2015	\$2000 - Title I Schoolwide	Principal, Curriculum Coordinator, Music Teacher, Title I Teacher, Counselor, Librarian, Classroom Teachers

Strategy6:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation within the school will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/06/2014	05/29/2015	\$2500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will grow together and share data in PLCs and PAC. Data will be analyzed and new strategies will be shared to increase student achievement in both reading and math.	Professional Learning			08/06/2014	05/29/2015	\$500 - District Funding	Principal, Counselor, Curriculum Coordinator, PAC members, Teachers

Activity - Implementation of Curriculum and Alignment with the Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess core academic content. Curriculum will be aligned to the Common Core by adherence to the District Curriculum Map and teacher discussion of Common Core Alignment in PLCs and common planning. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Assessments to Check for Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and in Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers

All children were screened for kindergarten readiness.

Goal 1:

Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by the Spring MAP assessment.

Strategy1:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Measurable Objective 2:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

60% of All Students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by the Spring MAP assessment.

Strategy1:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Activity - Brigance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

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

Goal 1:

Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by the Spring MAP assessment.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Strategy1:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by the Spring MAP assessment.

Strategy1:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

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

Goal 1:

Earlington Elementary Kindergarten through third grade students will demonstrate proficiency in reading and mathematics by increasing the combined reading and math proficiency from 48.84 to 60 as measured by the Spring Map assessment.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by the Spring MAP assessment.

Strategy1:

Program Review - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

Activity - K-3 Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Primary Program Review Focus Group, Teachers

Strategy2:

Math Initiative - Math is an essential enduring skill for college and career readiness. Math computation fluency, math reasoning, and math processing are vital processes to connections in other content areas, such as science and practical living. Earlington students will have targeted math instruction to ensure life long skills in this area have a solid foundation from the elementary level.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Common Core Aligned Math Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade students will receive sixty minutes or more of uninterrupted math instruction on Common Core standards. The EnVisionMATH Common Core program provides frequent progress monitoring that gives students valuable feedback, while giving teachers information about students that can guide instruction, provide intervention and remediation. Teachers will follow the district wide EnVisions pacing guide to ensure instruction is rigorous and on target with the school calendar. Teachers will give mirrored assessments in math to track progress data.	Academic Support Program			08/06/2014	05/29/2015	\$7000 - General Fund	Principal, Curriculum Coordinator, Teachers

Activity - Math Fluency Focus	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on building math fluency in students, such as counting and base ten awareness in kindergarteners, basic addition and subtraction facts in primary, and multiplication and division facts in upper primary students. Knowledge of basic facts will help teachers and students to devote focus to more advance mathematical processes and methods.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Strategy3:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

Activity - Brigance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Strategy4:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for Kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Assessments to Check for Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to kindergarten through third grade students to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/06/2014	05/29/2015	\$2500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Measurable Objective 2:

60% of All Students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by the Spring MAP assessment.

Strategy1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that Kindergarten through third grade students are receiving best practice instruction in reading and mathematics that is aligned to the Common Core Standards, thus improving combined reading and math achievement.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Implementation of and Alignment of Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common Core Standards for English Language Arts and Math will be used to plan, instruct, and assess academic core content for Kindergarten through third grade students. Teachers will make use of high quality released items, rigorous vocabulary, MAP scores, common assessment data, and other instructional resources to plan, instruct, and assess this content. The district pacing guide for reading and math will also be utilized to ensure content is delivered in a timely manner. Alignment will be discussed and continually monitored through PLCs.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

Activity - Analysis of Student Progress Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize growth in reading and math. Faculty will show how current and longitudinal data is utilized to make informed decisions in curriculum alignment, planning, and assessment. Grade level disaggregation for kindergarten through third grade students will be completed for all student groups. Holes in the curriculum will be addressed as identified through data analysis. Individual growth will be targeted for individuals demonstrating curriculum gaps through KSI and individual progress monitoring.	Academic Support Program			08/06/2014	05/29/2015	\$2500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Assessments to Check for Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP, Learning Checks, Classroom Assessments, Constructed Responses, Mirrored Assessments and Common Assessments will be administered to kindergarten through third grade students to gauge effectiveness of instruction and student mastery of the Common Core. Data will be analyzed by teachers, administration and Professional Learning Communities and used for instructional planning and individual interventions. Assessments will mirror KPREP by being timed, paired with other passages, and in a similar format to ensure students are prepared for the end of the year assessment.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Teachers

Strategy2:

Program Review - Program reviews are a process for evaluating the instruction and planning of arts and humanities, practical living, writing, and primary programming. Program reviews are tracked and measured by school staff utilizing a state wide rubric. Evidence is tracked to prove program review implementation by photos, writing samples, videos, handouts, lesson plans, and PLC agendas.

Category: Integrated Methods for Learning

Research Cited:

Activity - K-3 Program Review	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Program Review will be completed as documentation of ongoing curriculum alignment, rigorous instruction, mirrored assessments, and data analysis in the curriculum, planning, and instruction in the primary grades.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Primary Program Review Focus Group, Teachers

Strategy3:

School Readiness and Early Learning - School readiness will ensure that each child enters Earlington ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - School Readiness Parent Awareness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of preschoolers and registering kindergarteners will be given a listing of school readiness skills to work with their child at home before the start of kindergarten. This will orient students to skills measured on the Brigance and prepare students for learning at the beginning of the kindergarten school year.	Parent Involvement			08/06/2014	05/29/2015	\$100 - General Fund	Principal, Curriculum Coordinator, Kindergarten Teachers

Activity - Brigance Administration and Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering kindergarten will take the Brigance readiness assessment. Teachers will utilize the assessment data to target instruction to prepare students for readiness in the Common Core.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinator, Kindergarten Teachers

Strategy4:

Literacy Initiative - To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multipletext forms (i.e., oral, written, and visual) and includes reading, writing and listening/speaking. Earlington Elementary will continue to plan and program for students to be more proficient in literacy and the ELA Common Core.

Category: Continuous Improvement

Research Cited:

Activity - Fluency Student Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through third grade teachers at Earlington are targeting reading fluency for student growth goal setting. The outcome of this goal is a school-wide improvement in student fluency and comprehension. Goals were set in CIITS and will be monitored on an ongoing basis by utilizing Journeys fluency materials until the final check point at the end of the year.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Writing Planning, Instruction, and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Writing Policy will continue to be implemented to support developing literacy skills in kindergarten through third grade. Journeys writing materials, Being a Writer, and Abel and Atherton strategies will be utilized to deliver quality writing instruction based on the ELA Common Core. Teachers will continue training in Abel and Atherton writing strategies this year and will share successes and data in PLCs.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - District Funding	Principal, Curriculum Coordinators, Trainers, Teachers

Activity - Common Core Aligned Reading Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common core reading / ELA instruction is provided in a ninety minute uninterrupted block each day to all kindergarten through third grade students. The primary resource for instructing the Common Core Standards is the Journeys Reading Curriculum purchased by the district. A Journeys pacing guide was developed and implemented to ensure all students receive common pacing within the county. Reading instruction incorporates cooperative learning, engaging discussion, small group targeted instruction, and motivating challenges. Skill development and application are reinforced through peer interaction and student feedback resulting in literacy proficiency. Reading instruction is being tailored to a higher level of rigor and to align to the Common Core. Mirrored assessments are also being utilized to support reading instruction.	Academic Support Program			08/06/2014	05/29/2015	\$50000 - District Funding	Principal, Curriculum Coordinator, Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Earlington Elementary will increase the average combined reading and mathematics scores for students in the non-duplicated gap group from 47.2 to 55.7.

Measurable Objective 1:

54% of All Students will demonstrate a proficiency in the Common Core Standards in Mathematics by 05/30/2015 as measured by KPREP assessment.

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Strategy1:

Professional Development - Professional learning will be utilized to provide development to teachers at Earlington through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Principal Advisory Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for nonduplicated gap group students and utilize that data for building wide instructional planning.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, District Coach, PAC faculty representatives

Activity - Professional Development and Coaching Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quality professional development and coaching sessions in the implementation of Journeys Reading, EnVisions Math, and Abel and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students.	Professional Learning			08/06/2014	05/29/2015	\$3000 - District Funding	District provided trainers, Principal, Curriculum Coordinator

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning walks will be conducted by the principal, counselor, and curriculum coordinator to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group.	Professional Learning			08/06/2014	05/29/2015	\$1000 - General Fund	Principal, Counselor, Curriculum Coordinator

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students to drive instructional planning and changes.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Strategy2:

Best Practice and Sustainability - Teachers of math will collaborate in PLCs to develop plans for implementing best practice instruction by integrating diverse methods of learning to reach all students, including non-duplicated gap group students. Data will be analyzed and disaggregated to find gaps, deficits, and trends present in gap student performance. This data will be utilized to provide targeted instruction in the math Common Core to meet the diverse needs of the non-duplicated gap group.

Category: Integrated Methods for Learning

Research Cited:

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement			08/06/2014	05/29/2015	\$3000 - Title I Schoolwide	Principal, PTA, FRC, Title I teacher, Music Teacher

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Learning Checks, Constructed Responses, and Mirrored Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in math to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - Analysis of Student Math Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in mathematics. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non- duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

Activity - Family Resource Center Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program			08/06/2014	05/29/2015	\$30000 - District Funding	FRC Director and Staff, DPP, Principal

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Strategy3:

Progress Monitoring - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Performance and growth of nonduplicated gap group students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Research Cited:

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to monitor their own progress, set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

Activity - KSI Training and Refinement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons, emphasizing growth in nonduplicated gap group students.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Counselor, Teachers

Activity - KSI Implementation and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students will be targeted for pull out services as needed as determined by performance data.	Academic Support Program			08/06/2014	05/29/2015	\$50000 - Title I Schoolwide	Curriculum Coordinator, Title I teacher, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Measurable Objective 2:

57% of All Students will demonstrate a proficiency in the Common Core Standards in Reading by 05/30/2015 as measured by KPREP assessment.

Strategy1:

Progress Monitoring - Earlington Elementary administration will provide a communication plan, guidelines, and training to teachers on how to utilize data and systems for progress monitoring. Kentucky System of Interventions (KSI) will be utilized as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement. Performance and growth of nonduplicated gap group students will be targeted for improvement and growth.

Category: Integrated Methods for Learning

Research Cited:

Activity - KSI Training and Refinement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with curriculum coordinator and counselor to refine and grow in KSI methods for intervention through Professional Learning Communities, faculty meetings, and modeled lessons, emphasizing growth in nonduplicated gap group students.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Counselor, Teachers

Activity - Student Data Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will track student performance data together in student data notebooks. Students will chart growth on reading fluency goals, MAP scores, KPREP scores, classroom assessments, learning checks and common assessments. Students will utilize the data to monitor their own progress, set goals and reflect on their own growth.	Academic Support Program			08/06/2014	05/29/2015	\$500 - General Fund	Principal, Counselor, Curriculum Coordinator, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - KSI Implementation and Title I Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KSI model and Title I intervention groups will continue to be implemented in reading and math through core instruction, supplemental re-teaching, and intensive tutoring to target each student at his/her individual level based on MAPS, Brigance, and/or teacher observation. Flexible regrouping of students receiving KSI services and Title I intervention will occur as needed to target students at their level of need. Non duplicated gap students will be targeted for pull out services as needed as determined by performance data.	Academic Support Program			08/06/2014	05/29/2015	\$50000 - Title I Schoolwide	Curriculum Coordinator, Title I teacher, Teachers

Strategy2:

Professional Development - Professional learning will be utilized to provide development to teachers at Earlington through a consistent delivery process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. Professional development will be focused, directly supporting student outcomes through highly effective engagement and learning strategies.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary teachers will meet in Professional Learning Communities to lead each other in new instructional strategies, reflect on impact of instructional strategies, refine practices, analyze data, and to glean methodology from each other as professionals. Teachers will utilize this time for "naming and claiming" non duplicated gap group students and analyzing ELA and math data for gap students to drive instructional planning and changes.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Professional Development and Coaching Sessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in quality professional development and coaching sessions in the implementation of Journeys Reading, EnVisions Math, and Abel and Atherton Writing Strategies. These sessions will support growth in implementation of the Common Core and effectiveness in the utilization of resources. Coaching sessions will give teachers the opportunity to glean diversification strategies for non-duplicated gap group students.	Professional Learning			08/06/2014	05/29/2015	\$3000 - District Funding	District provided trainers, Principal, Curriculum Coordinator

Activity - Principal Advisory Council	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal Advisory Council will continue to be utilized as a steering committee to glean ideas from various representations of staff members, to provide input on instructional matters, and to serve as a leader within teams with strategies and information. The PAC will discuss and analyze data for nonduplicated gap group students and utilize that data for building wide instructional planning.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, District Coach, PAC faculty representatives

Activity - Learning Walks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Learning walks will be conducted by the principal, counselor, and curriculum coordinator to provide instructional feedback to teachers for improving instruction and strategies, with a particular emphasis on student led strategies and instructional diversification that will improve achievement in the non-duplicated gap group.	Professional Learning			08/06/2014	05/29/2015	\$1000 - General Fund	Principal, Counselor, Curriculum Coordinator

Strategy3:

Best Practices and Sustainability - Teachers of reading / ELA will collaborate in PLCs to develop plans for implementing best practice instruction by integrating diverse methods of learning to reach all students, including non-duplicated gap group students. Data will be analyzed and disaggregated to find gaps, deficits, and trends present in gap student performance. This data will be utilized to provide targeted instruction in the ELA / reading Common Core to meet the diverse needs of the non-duplicated gap group.

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Family Resource Center Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will serve as an integral part of the school by assisting in meeting the academic, environmental, emotional and material needs of non duplicated gap group students. Barriers and obstacles to learning will be reduced by Family Resource Services, enabling students to attend to learning and academic tasks. When these basic needs are addressed, students will be able to attend to learning in the Common Core Curriculum.	Academic Support Program			08/06/2014	05/29/2015	\$30000 - District Funding	Family Resource Director and Staff, DPP, Principal

Activity - Parent Involvement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement activities will be held to get parents involved in the school and active in their student's learning. Parent nights will center around literacy, math, arts and humanities, writing, practical living, and social-emotional learning. The Family Resource Center, Title I, and PTA will cooperate to ensure the activity utilizes all available resources to reach families, especially gap group families, to get them in the school and involved in their child's education.	Parent Involvement			08/06/2014	05/29/2015	\$1500 - Title I Schoolwide	Principal, PTA, FRC Staff, Music Teacher, Title I teacher

Activity - Analysis of Student Reading / ELA Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Earlington Elementary faculty will prioritize data to emphasize proficiency, gap, and group growth in reading / ELA. Faculty will show how current and longitudinal data is utilized to make informed decisions. Grade level disaggregation within the school will be completed for all student groups. Cross-referenced disaggregation will occur across subgroups (African American, free and reduced lunch, IEP students, etc) to ensure proficiency in the non-duplicated gap group. Individual growth will be targeted within the non-duplicated gap group through KSI and individual progress monitoring. Data to disaggregate and analyze will include KPREP, MAP, learning checks, common assessments, extended responses, and classroom assessments.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Learning Checks, Mirrored Assessments, and Constructed Responses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will increase frequency and analysis of constructed responses, learning checks, and mirrored assessments in reading / ELA to ensure assessments are rigorous and aligned to the Common Core curriculum. Non duplicated gap group students who receive accommodations will receive direct instruction and modeling on accessing and utilizing accommodations, and students will be paired with a teacher mentor for preparation in test taking skills. Trend data of gap group students will be analyzed at each assessment check point to review progress and needs.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Counselor, Curriculum Coordinator, Teachers

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

Goal 1:

Earlington Elementary will reach proficiency in all program review areas as measured by the program review scoring rubric.

Measurable Objective 1:

demonstrate a proficiency by sustained levels of performance in the writing, practical living, and kindergarten through third grade program reviews by 05/30/2015 as measured by the program review scoring rubric.

Strategy1:

Curriculum Assessment & Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in writing, practical living, and the primary program. Teachers will focus on this program review area for improvement to ensure that students receive exposure and opportunities and sustain proficiency in the three program review areas.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Focus Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review focus groups will meet for writing, practical living, and the primary program at least once per trimester. The focus groups will target sustaining proficiency in each of these areas by measuring progress according to the program review rubric and review supporting evidence in each area.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Principal, Counselor, Program Review Focus Group Members, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Writing and Practical Living Integration Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate writing and practical living into lesson plans. Teachers will post exemplary examples of writing and practical living work. Students will reflect on writing and learning in practical living. Writing and practical living integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program			08/06/2014	05/29/2015	\$1000 - General Fund	Principal, Curriculum Coordinator, Counselor, Teachers

Measurable Objective 2:

demonstrate a proficiency in the arts and humanities program review by 05/30/2015 as measured by the program review scoring rubric.

Strategy1:

Curriculum Assessment and Alignment - Curriculum assessment and alignment will ensure that all students are receiving best practice instruction in arts and humanities. Teachers will focus on this program review area for improvement to ensure that students receive exposure and opportunities in all areas of the arts.

Category: Continuous Improvement

Research Cited:

Activity - Juried Art Show and Performance Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to participate in juried art shows and performances to develop and showcase artistic abilities.	Academic Support Program			08/06/2014	05/29/2015	\$500 - Title I Schoolwide	Curriculum Coordinator, Counselor, Music Teacher, Librarian

Activity - Arts and Humanities Student Programs and Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student performances and family nights will be planned with an arts and humanities focus. These performances will give students the ability to perform and participate in live presentations of the arts and will get parents involved in planning and partnering with the school in the arts.	Parent Involvement			08/06/2014	05/29/2015	\$1000 - Title I Schoolwide	Principal, Music Teacher, Curriculum Coordinator, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Activity - Art Enrichment for Intermediate Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will allow time for intermediate students to have art class one time per week. All students will have music class one time per week.	Academic Support Program			08/06/2014	05/29/2015	\$3000 - General Fund	Principal, Counselor, Staff providing extra art instruction, Music teacher, Teachers

Activity - Arts and Humanities Guest Performances	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guests will come in to perform and model arts and humanities programs. These performances will give students the ability to witness proficient performances and reflect on how they can grow in their artistic abilities.	Academic Support Program			08/06/2014	05/29/2015	\$2800 - Title I Schoolwide	Principal, Curriculum Coordinator, Counselor, Music Teacher

Activity - Incorporating Art Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate aspects of the arts - visual arts, music, drama, or dance - into lesson plans. Teachers will post exemplary examples of student arts work. Students will reflect on art work. Arts integration will be documented in lesson plans and in the x: drive program review folders.	Academic Support Program			08/06/2014	05/29/2015	\$2500 - General Fund	Principal, Curriculum Coordinator, Teachers

Activity - Reflection on Arts and Humanities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to reflect on personal art works, art and performances of peers, and the art and performances of guest performers. Reflection will enable students to grow in artistic abilities and skills.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Music Teacher, Teachers

Activity - Arts and Humanities Program Review Focus Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A focus group for the arts and humanities program review will meet each trimester to review progress toward proficiency according to the arts and humanities program review rubric and to review gathered documentation and evidence for that program review.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Curriculum Coordinator, Music Teacher, Arts and Humanities Program Review Focus Committee, Principal

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Earlington Elementary School

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		