



# **KDE Comprehensive School Improvement Plan**

**Jesse Stuart Elementary School**

**Hopkins County**

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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?**

Jesse Stuart Elementary School is located in the city of Madisonville in western Kentucky. The population is approximately 20,000 people. The average income is about 10% less than the average income of the state. The community is 82% white, 12% African American, 2% two or more races, 2% Hispanic and 3% other. The school has 537 students with approximately 67% receiving free or reduced lunch. Fifty percent of the students are male and 50% are female. The attendance rate is 95%. All teachers are highly qualified. 17.1% have a bachelor's degree, the remaining 82.9% have a master's degree or Rank 1. Jesse Stuart has 5 National Board Certified teachers.



## **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.**

Purpose - Encouraging, Motivating and Challenging each student to meet the opportunities of the future.

Vision - For each student to reach proficiency and beyond.

All decisions are based on what is best for students. Students are regularly recognized for academic achievement and growth. They are also recognized for positive behavior because behavior directly impacts learning. There are 6 people employed to provide interventions to students not reaching proficiency. Teachers also provide differentiated instruction to help struggling students as well as motivating students who are excelling to learn more.

## **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.**

### Notable Achievements

\*Met AMO - Achievement scores increased; GAP scores increased

\*PBIS Fidelity School

\*Kidapalooza Art Contest winners

\*Young Author's Writing Contest winners

\*Art Contest Winners in the Glehma Marr Art Contest, the Public Library Juried Contest, Conservation Area Art Contest

### Areas for Improvement

\* Increased Reading Scores for all students

\* Increased Math Scores for all students

\*Increased Writing scores for all students

\* Increasing input from all stakeholders

## **Additional Information**

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

Jesse Stuart is committed to providing the highest quality education to all students.

# **2014-15 Comprehensive School Improvement Plan**

## **Overview**

### **Plan Name**

2014-15 Comprehensive School Improvement Plan

### **Plan Description**

School Improvement Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for elementary students from 54% to 74% in 2017.	Objectives: 2 Strategies: 4 Activities: 12	Academic	\$68500
2	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 68.6% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$43000
3	The Primary Program will prepare students to be proficient in reading and math by the end of Third Grade.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$0
4	Jesse Stuart will increase or maintain the scores of Arts and Humanities, PL/CS and Writing Programs through the Program Review process.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$5000
5	Jesse Stuart Elementary will utilize KYCID (PBIS) to meet the goal of 80% with 0-1 referrals, 15% or less with 2-5 referrals, and 5% or less with 6+ referrals.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
6	Increase the overall effectiveness of principals in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	Increase the overall effectiveness of teachers in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

## Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary students from 54% to 74% in 2017.

### Measurable Objective 1:

61% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the K-PREP in English Language Arts by 05/29/2015 as measured by results from the 2015 K-PREP test .

### Strategy 1:

Curriculum and Assessment Alignment for Reading - In order to provide students with access and opportunity to become proficient with the KCAS, teachers will follow the district pacing guide, use formative assessment to determine student need and regular common assessments/learning checks to determine if goals have been met. The school will also seek to enlist parents as partners in their child's education.

Category: Other - Academic Support

Research Cited: Kentucky Department of Education Target Plans

Activity - Implementation of Journeys Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive professional learning to implement the new district wide reading program Journeys. Professional learning will be embedded through the school year to support teachers' instruction.	Professional Learning	08/06/2014	05/29/2015	\$5000	Endowment Fund, Title I Schoolwide	principal, faculty

Activity - Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Other	08/06/2014	12/18/2015	\$0	No Funding Required	principal, assistant principal

Activity - Family Involvement Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement	09/15/2014	03/27/2015	\$1000	Title I Schoolwide	School Leadership, all teachers

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive School Improvement Plan

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According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program	12/01/2014	05/29/2015	\$0	No Funding Required	All faculty and staff
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### (shared) Strategy 2:

Professional Learning Communities and Assessment Notebooks - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to direct instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment scores, fluency checks, pre-test and post test classroom assessments. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	09/25/2013	06/01/2015	\$0	No Funding Required	All teachers, Principal, Guidance Counselor and Curriculum Specialist.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. An administrator will be present at each PLC. Minutes of the meetings will be reported to the principal.	Professional Learning	09/25/2013	05/29/2015	\$0	No Funding Required	All faculty and administration

### (shared) Strategy 3:

KSI - KSI will be used to provide interventions for students identified through MAP assessment, Brigance, teacher observation and other formative data to increase student achievement in reading and math.

Category: Learning Systems

Activity - KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District KSI Specialist, Curriculum Specialist, Speech Pathologist, School Psychologist, Guidance Counselor and interventionists will meet monthly to discuss Tier 2 and Tier 3 students . Plans are written and adjusted to meet student needs in reading, math and writing. Interventionists will provide instruction as directed by the plans.	Academic Support Program	08/11/2014	05/29/2015	\$60000	Title I Schoolwide	Curriculum Specialist, Guidance Counselor, Title I interventionists, classroom teachers, District KSI Specialist, Speech Language Pathologist
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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will assess students three times a year using MAP to determine eligibility for KSI services. Data will be reviewed three times a year to monitor student growth and effectiveness of interventions. . In addition interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if indicated by test results or progress monitoring.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Interventionists, classroom teachers, District KSI Specialist, Curriculum Specialist, Guidance Counselor, Speech Language Pathologist, School psychologist

**Measurable Objective 2:**

52% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the K-Prep test in Mathematics by 05/29/2015 as measured by the test results.

**Strategy 1:**

Curriculum and Assessment Alignment for Math - The school will analyze curriculum to identify gaps related to the Kentucky Core Academic Standards and make adjustments to ensure curriculum alignment to KCAS. The school will utilize appropriate instructional resources aligned to the developed curriculum and teachers will implement that curriculum using best practices for instruction and assessments. This will cause the combined average scores for reading and mathematics to increase.

Category:

Activity - Math Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Teachers will follow the district pacing guide, use the district math program enVisions, and regularly utilize common formative assessments to determine student needs. Teachers will use summative assessments such as common assessments, learning checks and MAP to measure student progress.	Academic Support Program	08/08/2012	05/29/2015	\$1500	Title I Schoolwide	Principal, all teachers
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Activity - Monitoring Implementation of Math Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Math Curriculum through Walk-throughs and checking lesson plans in CIITS.	Other	09/08/2014	05/29/2015	\$0	No Funding Required	Principal

Activity - Family Involvement Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement	09/15/2014	03/27/2015	\$1000	Title I Schoolwide	School leadership, all teachers

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program	12/01/2014	05/29/2015	\$0	No Funding Required	All faculty and staff

### (shared) Strategy 2:

Professional Learning Communities and Assessment Notebooks - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to direct instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

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

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Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment scores, fluency checks, pre-test and post test classroom assessments. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	09/25/2013	06/01/2015	\$0	No Funding Required	All teachers, Principal, Guidance Counselor and Curriculum Specialist.
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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. An administrator will be present at each PLC. Minutes of the meetings will be reported to the principal.	Professional Learning	09/25/2013	05/29/2015	\$0	No Funding Required	All faculty and administration

### (shared) Strategy 3:

KSI - KSI will be used to provide interventions for students identified through MAP assessment, Brigance, teacher observation and other formative data to increase student achievement in reading and math.

Category: Learning Systems

Activity - KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District KSI Specialist, Curriculum Specialist, Speech Pathologist, School Psychologist, Guidance Counselor and interventionists will meet monthly to discuss Tier 2 and Tier 3 students. Plans are written and adjusted to meet student needs in reading, math and writing. Interventionists will provide instruction as directed by the plans.	Academic Support Program	08/11/2014	05/29/2015	\$60000	Title I Schoolwide	Curriculum Specialist, Guidance Counselor, Title I interventionists, classroom teachers, District KSI Specialist, Speech Language Pathologist

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

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The school will assess students three times a year using MAP to determine eligibility for KSI services. Data will be reviewed three times a year to monitor student growth and effectiveness of interventions. . In addition interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if indicated by test results or progress monitoring.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Interventionist s, classroom teachers, District KSI Specialist, Curriculum Specialist, Guidance Counselor, Speech Language Pathologist, School psychologist
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**Goal 2: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 68.6% in 2017.**

**Measurable Objective 1:**

56% of Black or African-American, Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the K-PREP assessment. in English Language Arts by 05/29/2015 as measured by the 2015 school report card. .

**Strategy 1:**

Gather and Analyze GAP Group Data - Using grade level and content specific data boards, Jesse Stuart teachers and school leadership will analyze student achievement by Gap groups relative to state, district, and school assessment systems.

Category: Other - Academic Support

Activity - Continuous Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAPS, Common Assessments, and classroom assessments will be analyzed by teachers and curriculum specialist or guidance counselor to review the academic performance of sub-populations African American students, Free/Reduced lunch students, and disability students. Principal, curriculum specialist, and teachers will analyze data to identify where the school's curriculum is not meeting the needs of all students and each student sub-population. Teachers and administrators will visit distinguished schools, leadership conferences, and workshops to glean information. The information gathered will be evaluated for use at JSES. PLCs will meet weekly to disaggregate data, to discuss strategies, and to inform teachers of areas where growth is indicated. Closing the gap between all students and sub-populations will be reviewed.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Curriculum Coordinator, Guidance Counselor, all teachers

## KDE Comprehensive School Improvement Plan

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Activity - The Kentucky System of Intervention Model (KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Kentucky System of Intervention Model (KSI) will be implemented in reading through Core Reading Instruction, Supplemental Re-Teaching, and Intensive Pull-Out to target each reader at his/her individual level based on MAP testing data. MAP will be administered three times during each school year. Teachers will monitor progress at least bi-weekly of strategic students and weekly of intensive students to determine instructional need.	Academic Support Program	08/11/2014	05/29/2015	\$40000	Title I Schoolwide	Curriculum Consultant, Title I Instructional Assistants, Title I Reading Specialist

Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using information from testing data, target GAP students that are borderline proficient or distinguished to receive Extended School services.	Academic Support Program	11/10/2014	03/31/2015	\$3000	District Funding	all faculty and staff

### Goal 3: The Primary Program will prepare students to be proficient in reading and math by the end of Third Grade.

#### Measurable Objective 1:

60% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency on MAP testing and the K-Prep assessment for third graders in English Language Arts by 05/29/2015 as measured by test results .

#### (shared) Strategy 1:

K-3 Program Review - Teachers will use the K-3 Program Review to analyze the Primary Program to identify gaps and disseminate findings to gather feedback and input.

Category: Learning Systems

Research Cited: Kentucky Department of Education

Activity - K-3 Program Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The K-3 Committee will meet bi-monthly to review the K-3 curriculum using the Program Review rubric as a guide. They will note gaps and share the information with their peers so that needed instruction can be planned and implemented. On the next meeting members will share evidence of instruction, planning or other data as evidence that the gap has been closed.	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	K-3 Program Review Committee Principal

Activity - MAP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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MAP testing will occur in the Fall, Winter, and Spring. Teachers will analyze data to determine learning needs among GAP students, IEP students and students in general. They will use the data collected to help students set goals, direct instruction and increase student achievement.	Academic Support Program	09/02/2014	05/29/2015	\$0	District Funding	BAC, DAC, Curriculum Specialist, K-3 teachers
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### (shared) Strategy 2:

Assessment Notebooks and Professional Learning Communities - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to deliver instruction at higher levels.

Category:

Research Cited: Stiglins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment results, fluency checks, pre-tests and post-test classroom assessments and other data the teacher feels impacts the students' learning. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	All Faculty

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. The curriculum specialist will meet with grades K-2 and the guidance counselor will meet with grades 3-5. Minutes of the meetings will be reported to the principal.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	All faculty

### Strategy 3:

Kentucky System of Interventions - Intervention will be provided for students scoring the 18th percentile or less on MAP testing. Students can also be recommended for interventions by their classroom teachers based on class performance. Students will meet with an interventionist 3-5 times per week for 30 minutes each day. Student progress will be monitored. The School Support Team will meet monthly to discuss student progress and make adjustments to planned interventions as necessary.

Category: Learning Systems

Activity - Small Group Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified students will be pulled in small groups for additional instruction in reading, math, writing, speech/language and social skills 30 minutes 3 times a week for Tier 2 and 30 minutes 5 times a week for Tier 3. Students' progress will be monitored weekly or bi-weekly.	Direct Instruction	08/06/2014	05/29/2015	\$0	No Funding Required	Classroom teachers, interventionists, SLP, curriculum specialist

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### Strategy 4:

Kindergarten Transition - Parents and teachers will work together to increase students' readiness for Kindergarten through prescreening, Brigance Screening, parent teacher conferences, literacy events and activity ideas to help parents prepare for Kindergarten.

Category: Early Learning

Activity - Parent Teacher Conferencing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will meet with parents at least two times in the school year. Teachers will share and explain the results of the Brigance Screener and offer suggestions for working with their child at home. Copies of Readiness Activities will be available for parents.	Parent Involvement	08/06/2014	05/29/2015	\$0	No Funding Required	School Leadership, Kindergarten teachers and staff

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every Kindergarten student will be given the Brigance Screener within the first 45 school days. Information from this screener will be used to plan instruction to meet students' needs.	Academic Support Program	08/06/2014	09/05/2014	\$0	No Funding Required	Curriculum specialist, Kindergarten teachers

Activity - Preschool to Kindergarten Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Near the end of the preschool year, parents will be sent an information booklet that gives details about the school, kindergarten expectations and activities that they can do at home to help their child prepare for Kindergarten. A home visit is also made. At this time preschool teachers make sure parents have and understand the information they have been given. They will also show parents how to work with their students at home. During the summer, a district Kindergarten Readiness Family night is available.	Parent Involvement	04/01/2014	08/29/2014	\$0	No Funding Required	preschool teachers, kindergarten teachers, district preschool leadership

### Measurable Objective 2:

60% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency on MAP testing and the KPREP Assessment for third graders in Mathematics by 05/29/2015 as measured by test results.

### (shared) Strategy 1:

K-3 Program Review - Teachers will use the K-3 Program Review to analyze the Primary Program to identify gaps and disseminate findings to gather feedback and input.

Category: Learning Systems

Research Cited: Kentucky Department of Education

Activity - K-3 Program Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The K-3 Committee will meet bi-monthly to review the K-3 curriculum using the Program Review rubric as a guide. They will note gaps and share the information with their peers so that needed instruction can be planned and implemented. On the next meeting members will share evidence of instruction, planning or other data as evidence that the gap has been closed.	Academic Support Program	08/12/2014	05/29/2015	\$0	No Funding Required	K-3 Program Review Committee Principal
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Activity - MAP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP testing will occur in the Fall, Winter, and Spring. Teachers will analyze data to determine learning needs among GAP students, IEP students and students in general. They will use the data collected to help students set goals, direct instruction and increase student achievement.	Academic Support Program	09/02/2014	05/29/2015	\$0	District Funding	BAC, DAC, Curriculum Specialist, K-3 teachers

### (shared) Strategy 2:

Assessment Notebooks and Professional Learning Communities - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to deliver instruction at higher levels.

Category:

Research Cited: Stigglins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

Activity - Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment results, fluency checks, pre-tests and post-test classroom assessments and other data the teacher feels impacts the students' learning. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	All Faculty

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. The curriculum specialist will meet with grades K-2 and the guidance counselor will meet with grades 3-5. Minutes of the meetings will be reported to the principal.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	All faculty

**Goal 4: Jesse Stuart will increase or maintain the scores of Arts and Humanities, PL/CS and Writing Programs through the Program Review process.**



**KDE Comprehensive School Improvement Plan**

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**Measurable Objective 1:**

collaborate to improve in the Program Review areas by 05/15/2015 as measured by the Program Review results.

**Strategy 1:**

Program Review Rubrics - Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.

Category:

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	08/06/2014	05/15/2015	\$0	No Funding Required	All faculty members
Activity - Writing Curriculums	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels will use Journeys Writing instruction, Being a Writer and Abell and Athernon On-Demand Writing to scaffold writing instruction and provide a common vocabulary and strategies for all students. It will be monitored through lesson plans, walk throughs and student writing portfolios.	Academic Support Program	08/06/2014	05/29/2015	\$5000	Title I Schoolwide	All teachers and administration
Activity - PL/CS Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PL/CS teachers will receive content specific Professional Development provided by the Healthier Generation Schools.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	PL/CS teacher
Activity - Arts and Humanities Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in Arts and Humanities professional development to learn how to incorporate art, music and drama to create cross curricular lessons.	Professional Learning	08/01/2014	05/29/2015	\$0	No Funding Required	Art Teacher Music Teacher All teachers
Activity - PL/CS Professional Development for All Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in PL/CS professional development to learn how to incorporate Practical Living and Career Studies instruction in the classroom.	Professional Learning	08/01/2014	05/29/2015	\$0	No Funding Required	All faculty
Activity - Writing Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will receive embedded writing professional learning. Additionally, teacher leaders will attend writing professional learning sessions and present the information with their colleagues at PLCs.	Professional Learning	08/01/2014	05/29/2015	\$0	No Funding Required	Teacher leaders, School Leadership, all teachers
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**Goal 5: Jesse Stuart Elementary will utilize KYCID (PBIS) to meet the goal of 80% with 0-1 referrals, 15% or less with 2-5 referrals, and 5% or less with 6+ referrals.**

**Measurable Objective 1:**

collaborate to reduce the number of office referrals and meet fidelity monitored monthly by the universal team (Tier 1) by 05/30/2015 as measured by SWIS data.

**Strategy 1:**

KYCID - Students are provided universal instruction and support regarding behavioral expectations schoolwide and in the classroom setting. Additionally, when student behavior is exhibited that meet flagging criteria for behavioral intervention, KYCID team will implement planned intervention and support based upon individual needs.

Category: Learning Systems

Activity - Universal Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers instruct students on expectations using the KYCID modules that cover classroom and schoolwide expectations.	Behavioral Support Program	08/06/2014	05/30/2015	\$0	No Funding Required	All faculty and staff

Activity - Tier 2/3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that meet designated flagging criteria set by Jesse Stuart Elementary are discussed in monthly meetings. Appropriate plans of action that meet individual student needs are written and implemented with necessary staff. Ongoing progress monitoring and plan revisions are made as necessary.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Tier 2/3 team

**Goal 6: Increase the overall effectiveness of principals in 2014-2015.**

**Measurable Objective 1:**

collaborate to implement the Professional Growth and Effectiveness System leading to increased principal effectiveness by 06/05/2015 as measured by PPGES to include self-reflection, observations and growth plan. .

**Strategy 1:**

Implementation of PPGES - The principal will collaborate with the district support team and other administrators to implement PPGES through data form TELL Kentucky Survey, collection and use of student data

Category: Principal PGES

Activity - Monitor Student Growth Goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the implementation of the core reading program, and KSI the percent of proficient and distinguished readers will increase. The principal will analyze data to include KPREP, MAP and Common Assessments.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	principal, guidance counselor, curriculum specialist, classroom 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 all aspects of her job. The coach will participate in PAC meetings and will provide coaching lessons as needed.	Professional Learning	08/04/2014	05/29/2015	\$0	No Funding Required	principal, district administration

Activity - Utilization of data to accomplish the professional growth goal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP student and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/11/2014	05/29/2015	\$0	No Funding Required	principal, guidance counselor (BAC), curriculum specialist, DAC, Director of Elementary Instruction

**Goal 7: Increase the overall effectiveness of teachers in 2014-2015.**

**Measurable Objective 1:**

collaborate to implement the Professional Growth and Effectiveness System leading to increased teacher effectiveness by 05/29/2015 as measured by TPGES.

**Strategy 1:**

Participating in a Professional Community - Teachers will work with colleagues to share strategies, utilize joint efforts, and plan for the success of individual students. The teachers will demonstrate mutual support and respect that recognizes the responsibility of all teachers to be constantly seeking ways to improve their practice and

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to contribute to the life of the school.

Category: Teacher PGES

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLC meetings weekly to analyze data and develop strategies for best practices. They will also identify and track students in the GAP group and share successful strategies that meet the needs of these students. Additionally, PLCs will discuss assessments and curriculum to ensure all standards are taught with a high level of rigor.	Professional Learning	08/19/2014	05/29/2015	\$0	No Funding Required	all faculty and administration
Activity - Principal's Advisory Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal's Advisory Committee will serve as a team to ensure the progression of learning is continuous, as well as allow collaboration opportunities between grade levels and resource teachers, hence creating vertical alignment. Once a month teacher representatives from each grade level, special education, enrichment, and administrative members will meet with the District coach to discuss needs within the school. These include instructional issues, scheduling, and analyzing data.	Professional Learning	08/19/2014	05/29/2015	\$0	No Funding Required	Principal, Director of Elementary Instruction, PAC members

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Analysis	MAP testing will occur in the Fall, Winter, and Spring. Teachers will analyze data to determine learning needs among GAP students, IEP students and students in general. They will use the data collected to help students set goals, direct instruction and increase student achievement.	Academic Support Program	09/02/2014	05/29/2015	\$0	BAC, DAC, Curriculum Specialist, K-3 teachers
ESS	Using information from testing data, target GAP students that are borderline proficient or distinguished to receive Extended School services.	Academic Support Program	11/10/2014	03/31/2015	\$3000	all faculty and staff
<b>Total</b>					\$3000	

### Endowment Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Journeys Reading Program	All teachers will receive professional learning to implement the new district wide reading program Journeys. Professional learning will be embedded through the school year to support teachers' instruction.	Professional Learning	08/06/2014	05/29/2015	\$3000	principal, faculty
<b>Total</b>					\$3000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Notebooks	Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment scores, fluency checks, pre-test and post test classroom assessments. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	09/25/2013	06/01/2015	\$0	All teachers, Principal, Guidance Counselor and Curriculum Specialist.
PL/CS Professional Development for All Teachers	All teachers will participate in PL/CS professional development to learn how to incorporate Practical Living and Career Studies instruction in the classroom.	Professional Learning	08/01/2014	05/29/2015	\$0	All faculty

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Monitoring Implementation of Math Curriculum	Monitor the implementation of Math Curriculum through Walk-throughs and checking lesson plans in CIITS.	Other	09/08/2014	05/29/2015	\$0	Principal
Small Group Interventions	Identified students will be pulled in small groups for additional instruction in reading, math, writing, speech/language and social skills 30 minutes 3 times a week for Tier 2 and 30 minutes 5 times a week for Tier 3. Students' progress will be monitored weekly or bi-weekly.	Direct Instruction	08/06/2014	05/29/2015	\$0	Classroom teachers, interventionists, SLP, curriculum specialist
PL/CS Professional Development	PL/CS teachers will receive content specific Professional Development provided by the Healthier Generation Schools.	Professional Learning	08/06/2014	05/29/2015	\$0	PL/CS teacher
Monitor Student Growth Goal	Through the implementation of the core reading program, and KSI the percent of proficient and distinguished readers will increase. The principal will analyze data to include KPREP, MAP and Common Assessments.	Academic Support Program	08/11/2014	05/29/2015	\$0	principal, guidance counselor, curriculum specialist, classroom teachers
Writing Professional Learning	All teachers will receive embedded writing professional learning. Additionally, teacher leaders will attend writing professional learning sessions and present the information with their colleagues at PLCs.	Professional Learning	08/01/2014	05/29/2015	\$0	Teacher leaders, School Leadership, all teachers
Assessment Notebooks	Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment results, fluency checks, pre-tests and post-test classroom assessments and other data the teacher feels impacts the students' learning. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning	08/11/2014	05/29/2015	\$0	All Faculty
Preschool to Kindergarten Activities	Near the end of the preschool year, parents will be sent an information booklet that gives details about the school, kindergarten expectations and activities that they can do at home to help their child prepare for Kindergarten. A home visit is also made. At this time preschool teachers make sure parents have and understand the information they have been given. They will also show parents how to work with their students at home. During the summer, a district Kindergarten Readiness Family night is available.	Parent Involvement	04/01/2014	08/29/2014	\$0	preschool teachers, kindergarten teachers, district preschool leadership
Professional Learning Communities	Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. The curriculum specialist will meet with grades K-2 and the guidance counselor will meet with grades 3-5. Minutes of the meetings will be reported to the principal.	Professional Learning	08/06/2014	05/29/2015	\$0	All faculty

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Principal's Advisory Committee	The Principal's Advisory Committee will serve as a team to ensure the progression of learning is continuous, as well as allow collaboration opportunities between grade levels and resource teachers, hence creating vertical alignment. Once a month teacher representatives from each grade level, special education, enrichment, and administrative members will meet with the District coach to discuss needs within the school. These include instructional issues, scheduling, and analyzing data.	Professional Learning	08/19/2014	05/29/2015	\$0	Principal, Director of Elementary Instruction, PAC members
Brigance Screener	Every Kindergarten student will be given the Brigance Screener within the first 45 school days. Information from this screener will be used to plan instruction to meet students' needs.	Academic Support Program	08/06/2014	09/05/2014	\$0	Curriculum specialist, Kindergarten teachers
Schoolwide Scheduling to Address the TELL Survey	According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program	12/01/2014	05/29/2015	\$0	All faculty and staff
Arts and Humanities Professional Development	All teachers will participate in Arts and Humanities professional development to learn how to incorporate art, music and drama to create cross curricular lessons.	Professional Learning	08/01/2014	05/29/2015	\$0	Art Teacher Music Teacher All teachers
Collaborate with District Coach	The district has assigned a support coach to assist the principal with all aspects of her job. The coach will participate in PAC meetings and will provide coaching lessons as needed.	Professional Learning	08/04/2014	05/29/2015	\$0	principal, district administration
Parent Teacher Conferencing	Kindergarten teachers will meet with parents at least two times in the school year. Teachers will share and explain the results of the Brigance Screener and offer suggestions for working with their child at home. Copies of Readiness Activities will be available for parents.	Parent Involvement	08/06/2014	05/29/2015	\$0	School Leadership, Kindergarten teachers and staff

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Progress Monitoring	The school will assess students three times a year using MAP to determine eligibility for KSI services. Data will be reviewed three times a year to monitor student growth and effectiveness of interventions. . In addition interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if indicated by test results or progress monitoring.	Academic Support Program	08/11/2014	05/29/2015	\$0	Interventionist s, classroom teachers, District KSI Specialist, Curriculum Specialist, Guidance Counselor, Speech Language Pathologist, School psychologist
Walk-Throughs	Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Other	08/06/2014	12/18/2015	\$0	principal, assistant principal
Tier 2/3	Students that meet designated flagging criteria set by Jesse Stuart Elementary are discussed in monthly meetings. Appropriate plans of action that meet individual student needs are written and implemented with necessary staff. Ongoing progress monitoring and plan revisions are made as necessary.	Behavioral Support Program	08/06/2014	05/29/2015	\$0	Tier 2/3 team
Utilization of data to accomplish the professional growth goal	Utilize data disaggregation tools and strategies to determine gaps in curricular areas. Identify GAP student and implement high yield continuous improvement strategies. Track student data with a monitoring tool.	Professional Learning	08/11/2014	05/29/2015	\$0	principal, guidance counselor (BAC), curriculum specialist, DAC, Director of Elementary Instruction
K-3 Program Team	The K-3 Committee will meet bi-monthly to review the K-3 curriculum using the Program Review rubric as a guide. They will note gaps and share the information with their peers so that needed instruction can be planned and implemented. On the next meeting members will share evidence of instruction, planning or other data as evidence that the gap has been closed.	Academic Support Program	08/12/2014	05/29/2015	\$0	K-3 Program Review Committee Principal
Professional Learning Communities	Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. An administrator will be present at each PLC. Minutes of the meetings will be reported to the principal.	Professional Learning	09/25/2013	05/29/2015	\$0	All faculty and administration



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Professional Learning Communities	Teachers will participate in PLC meetings weekly to analyze data and develop strategies for best practices. They will also identify and track students in the GAP group and share successful strategies that meet the needs of these students. Additionally, PLCs will discuss assessments and curriculum to ensure all standards are taught with a high level of rigor.	Professional Learning	08/19/2014	05/29/2015	\$0	all faculty and administration
Program Review Committees	Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process	08/06/2014	05/15/2015	\$0	All faculty members
Schoolwide Scheduling to Address the TELL Survey	According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program	12/01/2014	05/29/2015	\$0	All faculty and staff
Continuous Data Analysis	MAPS, Common Assessments, and classroom assessments will be analyzed by teachers and curriculum specialist or guidance counselor to review the academic performance of sub-populations African American students, Free/Reduced lunch students, and disability students. Principal, curriculum specialist, and teachers will analyze data to identify where the school's curriculum is not meeting the needs of all students and each student sub-population. Teachers and administrators will visit distinguished schools, leadership conferences, and workshops to glean information. The information gathered will be evaluated for use at JSES. PLCs will meet weekly to disaggregate data, to discuss strategies, and to inform teachers of areas where growth is indicated. Closing the gap between all students and sub-populations will be reviewed.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Curriculum Coordinator, Guidance Counselor, all teachers
Univeral Instruction	Teachers instruct students on expectations using the KYCID modules that cover classroom and schoolwide expectations.	Behavioral Support Program	08/06/2014	05/30/2015	\$0	All faculty and staff
<b>Total</b>					<b>\$0</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# KDE Comprehensive School Improvement Plan

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KSI	District KSI Specialist, Curriculum Specialist, Speech Pathologist, School Psychologist, Guidance Counselor and interventionists will meet monthly to discuss Tier 2 and Tier 3 students . Plans are written and adjusted to meet student needs in reading, math and writing. Interventionists will provide instruction as directed by the plans.	Academic Support Program	08/11/2014	05/29/2015	\$60000	Curriculum Specialist, Guidance Counselor, Title I interventionists, classroom teachers, District KSI Specialist, Speech Language Pathologist
Math Curriculum Alignment	Teachers will follow the district pacing guide, use the district math program enVisions, and regularly utilize common formative assessments to determine student needs. Teachers will use summative assessments such as common assessments, learning checks and MAP to measure student progress.	Academic Support Program	08/08/2012	05/29/2015	\$1500	Principal, all teachers
Implementation of Journeys Reading Program	All teachers will receive professional learning to implement the new district wide reading program Journeys. Professional learning will be embedded through the school year to support teachers' instruction.	Professional Learning	08/06/2014	05/29/2015	\$2000	principal, faculty
Family Involvement Nights	Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement	09/15/2014	03/27/2015	\$1000	School Leadership, all teachers
Family Involvement Nights	Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement	09/15/2014	03/27/2015	\$1000	School leadership, all teachers
Writing Curriculums	Teachers in all grade levels will use Journeys Writing instruction, Being a Writer and Abell and Atherton On-Demand Writing to scaffold writing instruction and provide a common vocabulary and strategies for all students. It will be monitored through lesson plans, walk throughs and student writing portfolios.	Academic Support Program	08/06/2014	05/29/2015	\$5000	All teachers and administration

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The Kentucky System of Intervention Model (KSI	The Kentucky System of Intervention Model (KSI) will be implemented in reading through Core Reading Instruction, Supplemental Re-Teaching, and Intensive Pull-Out to target each reader at his/her individual level based on MAP testing data. MAP will be administered three times during each school year. Teachers will monitor progress at least bi-weekly of strategic students and weekly of intensive students to determine instructional need.	Academic Support Program	08/11/2014	05/29/2015	\$40000	Curriculum Consultant, Title I Instructional Assistants, Title I Reading Specialist
<b>Total</b>					<b>\$110500</b>	

# **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?**

Jesse Stuart teachers and administration analyzed the data to find areas of need.

### 2014 KPREP Results

Overall score: 68.5

Percentile: 66th

Rank: 381 out of 720 schools

Classification: Needs Improvement/progressing

AMO Goal: 65.7 was met

Achievement score: 22.3

GAP score: 14.2

Growth score: 22.6

Program Review: 23

### Achievement Scores:

Reading - 66.3

Math - 74.2

Science - 86.1

Social Studies - 79

On-Demand - 64.5

Language Mechanics - 73.7

### GAP Scores:

Reading - 47.1

Math - 47.1

Science - 50

Social Studies - 53.1

On-Demand - 36.7

Language Mechanics - 47

### Growth Scores:

Reading - 47

Math 65.9

Overall we are consistently moving toward closing the achievement gap.

Math made the greatest improvement with a gain of 8.6 points. Reading also made significant gains at 7.3 points.

The subjects the farthest from 100 are On-Demand at 64.5 and Reading at 66.3.

There are needs in every achievement area. Although GAP is improving, there remains a significant need for improvement. Reading achievement was better, but growth was much lower than math growth.

The data does not provide a specific breakdown of subjects by topic that would be beneficial when planning remedial instruction.

## **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?**

Language Mechanics: The percent of proficient and distinguished increased from 48.1% in 2013 to 53.8% in 2014.

-Continue to provide focused instruction in language arts in all grades.

Reading: The percent of proficient and distinguished increased from 42.9% in 2013 to 53.7% in 2014.

- Implementing new Reading Program; providing professional learning for reading to all teachers with a focus on KCAS.

Math: The percent of proficient and distinguished increased from 41.8% in 2013 to 52.1% in 2014.

-Continue to implement the math program. Focus on KCAS.



## **Opportunities for Improvement**

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

Reading is the focus area this year. All teachers will receive professional learning in reading. We are implementing a new reading program based on KCAS. All teachers follow the district pacing guide. The number of proficient and distinguished reading students increased by 9.8%.

Writing is our second area of focus. The Writing Program Review is our in-depth review. Writing is increasing, but continues to be our lowest score.

## **Conclusion**

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

To improve student achievement and growth and to close the GAP we will:

1. Provide differentiated instruction based on student assessments
2. Focus on teacher master of standards and the depth of knowledge required for their grade level goals
3. Give frequent common assessments
4. Increase collaboration time for students with special education support and less resource time.
5. Special Education students will meet grade level standards with the specified accommodations
6. Common planning and PLC meetings for grade level teams
7. KSI and PBIS support
8. Utilize the new Reading Program, Journeys.
9. Provide teachers with professional development in reading, math and writing.
10. Grade level parent workshops to increase parental focus on student achievement.
11. Provide classroom instruction and assessments that are congruent with the standards and depth of knowledge.

# **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?**

Roshun Radford - SBDM Parent member

Christy Gast - SBDM Parent member

Rian McGuire - Parent volunteer/PTA officer

Marissa Jerome - Parent volunteer/PTA officer

Linda Egbert - CIA

Sherry Yates - parent volunteer coordinator/ parent volunteer

Chris Price - community member (Healthier Generations)

Big Brothers/ Big Sisters

Jeannie Mayes - guidance counselor

Phyllis Sugg - Principal

Kertrenia Bursztynski - curriculum specialist

Tara Mays - Kindergarten teacher

Ashley Magee - First Grade teacher

Donna Potts - Second Grade teacher

## Relationship Building

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

Overall Rating: 3.29

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

## Communications

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

Overall Rating: 2.57

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

	Statement or Question	Response	Rating
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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice



## Decision Making

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

Overall Rating: 1.86

	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.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

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

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

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

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: 2.67

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

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

Overall Rating: 2.17

	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"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities for parents to participate on councils and SBDM committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> </ul>	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	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 some information to parents to learn how to support their child's learning.</p>	Novice

	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 allows parents access to most classrooms by appointment only.</p>	Apprentice

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

## Community Partnerships

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

Overall Rating: 2.67

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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 rarely invites employers to support adult participation in education.	Novice

	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.**

#### Relationship Building

This is the best area for Jesse Stuart Elementary. The administration and staff actively look for opportunities to build relationships with students and their families.

#### Communications

Jesse Stuart offers a variety of ways for parents to communicate with teachers and administration. This includes school website, individual teacher websites, parent portal to access grades, One Call, email, parent/teacher conferences, home visits, telephone calls and texts, Remind 101, Class Dojo, newsletter and other written communications.

#### Decision Making

This area lends itself to improvement. While opportunities are available for parents to participate in decision making, their feedback indicates there may be a lack of awareness. All SBDM council meeting are publically published so all stakeholders can participate if desired.

#### Advocacy

We are working toward student led conferences through the use of Student Data Notebooks and goal setting. We are leading students toward taking ownership of their learning.

#### Learning Opportunities

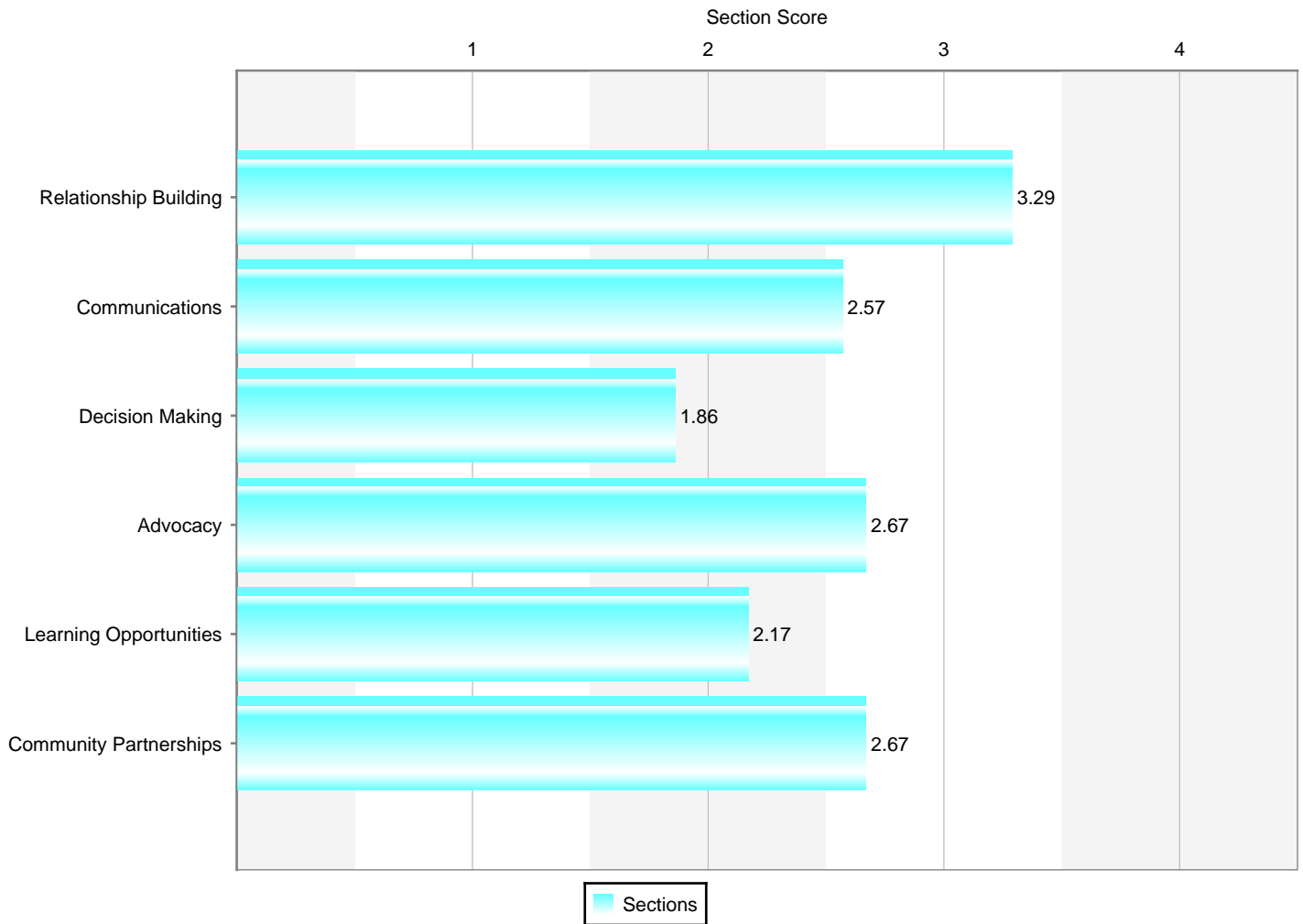
Faculty and staff are working hard toward increasing opportunities for parents to understand academic expectations, to recognize proficient work and strategies they can use with their child at home to increase achievement.

#### Community Partnerships

Jesse Stuart has several partnerships through different community agencies. These partners provide opportunities: Career and Technical Education, Healthier Generations, Family Advocacy, Health Department, UK Dental, Lion's Club, Junior Achievement, D.A.R.E., and some local businesses.

## 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.**

All teachers and school leadership at Jesse Stuart worked together on a Professional Learning Day to analyze KPREP data. After determining the needs of the school, teachers and school leaders worked in teams to create suggested goals, strategies and activities for the needs determined. A preliminary plan was presented to the SBDM and interested parents and community members for further input. Twenty four hours of advance notice was given before this meeting. Parents who could not attend the meeting had the opportunity to see the preliminary plan in the school office anytime during school hours.

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

- All teachers - suggesting goal, strategies and activities
- All school leaders - using teacher input to draft the plan
- All teachers, SBDM, parents, district and school leadership - evaluating the proposed plan, making needed changes, input for any needs not covered by the plan
- SBDM, District Leadership, school leadership - approval of the plan

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

- Improvement Plan posted on the school web site
- It is available in the office for parent and community
- Progress notes are added and posted in the winter and in the spring

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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**

Jesse Stuart Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Schoolwide Title I Program	

# KDE Comprehensive School Improvement Plan

Jesse Stuart 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.	No	Schoolwide Title I Program	

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.	No	Schoolwide Title I Program	

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	Schoolwide Title I Program	



# KDE Comprehensive School Improvement Plan

Jesse Stuart 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**

Jesse Stuart Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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:**

Increase the averaged combined reading and math K-PREP scores for elementary students from 54% to 74% in 2017.

**Measurable Objective 1:**

61% of All Students will demonstrate a proficiency on the K-PREP in English Language Arts by 05/29/2015 as measured by results from the 2013 K-PREP test .

**Strategy1:**

Curriculum and Assessment Alignment for Reading - In order to provide students with access and opportunity to become proficient with the KCAS, teachers will follow the district pacing guide, use formative assessment to determine student need and regular common assessments/learning checks to determine if goals have been met. The school will also seek to enlist parents as partners in their child's education.

Category: Other - Academic Support

Research Cited: Kentucky Department of Education Target Plans

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program			12/01/2014	05/29/2015	\$0 - No Funding Required	All faculty and staff

**Measurable Objective 2:**

52% of All Students will demonstrate a proficiency on the K-Prep test in Mathematics by 05/31/2013 as measured by the test results.

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

## Strategy1:

Curriculum and Assessment Alignment for Math - The school will analyze curriculum to identify gaps related to the Kentucky Core Academic Standards and make adjustments to ensure curriculum alignment to KCAS. The school will utilize appropriate instructional resources aligned to the developed curriculum and teachers will implement that curriculum using best practices for instruction and assessments. This will cause the combined average scores for reading and mathematics to increase.

Category:

Research Cited:

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program			12/01/2014	05/29/2015	\$0 - No Funding Required	All faculty and staff

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

## Goal 1:

Increase the averaged combined reading and math K-PREP scores for elementary students from 54% to 74% in 2017.

## Measurable Objective 1:

61% of All Students will demonstrate a proficiency on the K-PREP in English Language Arts by 05/29/2015 as measured by results from the 2013 K-PREP test .

## Strategy1:

Professional Learning Communities and Assessment Notebooks - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to direct instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Assessment Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment scores, fluency checks, pre-test and post test classroom assessments. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning			09/25/2013	06/01/2015	\$0 - No Funding Required	All teachers, Principal, Guidance Counselor and Curriculum Specialist.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. An administrator will be present at each PLC. Minutes of the meetings will be reported to the principal.	Professional Learning			09/25/2013	05/29/2015	\$0 - No Funding Required	All faculty and administration.

## Strategy2:

KSI - KSI will be used to provide interventions for students identified through MAP assessment, Brigance, teacher observation and other formative data to increase student achievement in reading and math.

Category: Learning Systems

Research Cited:

Activity - KSI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District KSI Specialist, Curriculum Specialist, Speech Pathologist, School Psychologist, Guidance Counselor and interventionists will meet monthly to discuss Tier 2 and Tier 3 students. Plans are written and adjusted to meet student needs in reading, math and writing. Interventionists will provide instruction as directed by the plans.	Academic Support Program			08/11/2014	05/29/2015	\$60000 - Title I Schoolwide	Curriculum Specialist, Guidance Counselor, Title I interventionists, classroom teachers, District KSI Specialist, Speech Language Pathologist

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess students three times a year using MAP to determine eligibility for KSI services. Data will be reviewed three times a year to monitor student growth and effectiveness of interventions. . In addition interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if indicated by test results or progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Interventionists, classroom teachers, District KSI Specialist, Curriculum Specialist, Guidance Counselor, Speech Language Pathologist, School psychologist

### Strategy3:

Curriculum and Assessment Alignment for Reading - In order to provide students with access and opportunity to become proficient with the KCAS, teachers will follow the district pacing guide, use formative assessment to determine student need and regular common assessments/learning checks to determine if goals have been met. The school will also seek to enlist parents as partners in their child's education.

Category: Other - Academic Support

Research Cited: Kentucky Department of Education Target Plans

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program			12/01/2014	05/29/2015	\$0 - No Funding Required	All faculty and staff

Activity - Implementation of Journeys Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will receive professional learning to implement the new district wide reading program Journeys. Professional learning will be embedded through the school year to support teachers' instruction.	Professional Learning			08/06/2014	05/29/2015	\$2000 - Title I Schoolwide \$3000 - Endowment Fund	principal, faculty



# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Family Involvement Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement			09/15/2014	03/27/2015	\$1000 - Title I Schoolwide	School Leadership, all teachers

Activity - Walk-Throughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of the instructional strategies through walk through and program fidelity checks.	Other			08/06/2014	12/18/2015	\$0 - No Funding Required	principal, assistant principal

## Measurable Objective 2:

52% of All Students will demonstrate a proficiency on the K-Prep test in Mathematics by 05/31/2013 as measured by the test results.

## Strategy1:

Curriculum and Assessment Alignment for Math - The school will analyze curriculum to identify gaps related to the Kentucky Core Academic Standards and make adjustments to ensure curriculum alignment to KCAS. The school will utilize appropriate instructional resources aligned to the developed curriculum and teachers will implement that curriculum using best practices for instruction and assessments. This will cause the combined average scores for reading and mathematics to increase.

Category:

Research Cited:

Activity - Math Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will follow the district pacing guide, use the district math program enVisions, and regularly utilize common formative assessments to determine student needs. Teachers will use summative assessments such as common assessments, learning checks and MAP to measure student progress.	Academic Support Program			08/08/2012	05/29/2015	\$1500 - Title I Schoolwide	Principal, all teachers

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Family Involvement Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jesse Stuart will hold of a minimum of three family nights, one in the fall, one in the winter and one in the early spring. The purpose of these nights will be to help parents become involved in their child's education, to provide resources and ideas for parents to use at home, and to build partnerships between parents and teachers that benefit students. At least one of the Family Nights will focus on Literacy and at least one will be centered on Math.	Parent Involvement			09/15/2014	03/27/2015	\$1000 - Title I Schoolwide	School leadership, all teachers

Activity - Monitoring Implementation of Math Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Math Curriculum through Walk-throughs and checking lesson plans in CIITS.	Other			09/08/2014	05/29/2015	\$0 - No Funding Required	Principal

Activity - Schoolwide Scheduling to Address the TELL Survey	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the 2013 TELL Survey, only 55% of Jesse Stuart teachers felt teachers have sufficient instructional time to meet the needs of all students. To increase instructional time there will be a school wide schedule that includes time for each teacher to have a collaborative partner during reading instruction. It also includes a 90 minute reading block, a minimum 45 minute language block, a 90 minute math block, and times for Science, Social Studies and reteaching. The schedule is designed to create maximum teaching time and to prevent students from being pulled for interventions during core reading and math times.	Academic Support Program			12/01/2014	05/29/2015	\$0 - No Funding Required	All faculty and staff

## Strategy2:

Professional Learning Communities and Assessment Notebooks - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to direct instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. An administrator will be present at each PLC. Minutes of the meetings will be reported to the principal.	Professional Learning			09/25/2013	05/29/2015	\$0 - No Funding Required	All faculty and administration.

Activity - Assessment Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment scores, fluency checks, pre-test and post test classroom assessments. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning			09/25/2013	06/01/2015	\$0 - No Funding Required	All teachers, Principal, Guidance Counselor and Curriculum Specialist.

### Strategy3:

KSI - KSI will be used to provide interventions for students identified through MAP assessment, Brigance, teacher observation and other formative data to increase student achievement in reading and math.

Category: Learning Systems

Research Cited:

Activity - KSI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District KSI Specialist, Curriculum Specialist, Speech Pathologist, School Psychologist, Guidance Counselor and interventionists will meet monthly to discuss Tier 2 and Tier 3 students . Plans are written and adjusted to meet student needs in reading, math and writing. Interventionists will provide instruction as directed by the plans.	Academic Support Program			08/11/2014	05/29/2015	\$60000 - Title I Schoolwide	Curriculum Specialist, Guidance Counselor, Title I interventionists, classroom teachers, District KSI Specialist, Speech Language Pathologist

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Progress Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will assess students three times a year using MAP to determine eligibility for KSI services. Data will be reviewed three times a year to monitor student growth and effectiveness of interventions. . In addition interventionists will progress monitor Tier 3 students weekly and Tier 2 students bi-weekly to chart progress toward goals. Additional support will be provided if indicated by test results or progress monitoring.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Interventionists, classroom teachers, District KSI Specialist, Curriculum Specialist, Guidance Counselor, Speech Language Pathologist, School psychologist

## Goal 2:

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 68.6% in 2017.

### Measurable Objective 1:

56% of All Students will demonstrate a proficiency on the K-PREP assessment. in English Language Arts by 05/16/2014 as measured by the 2015 school report card. .

### Strategy1:

Gather and Analyze GAP Group Data - Using grade level and content specific data boards, Jesse Stuart teachers and school leadership will analyze student achievement by Gap groups relative to state, district, and school assessment systems.

Category: Other - Academic Support

Research Cited:

Activity - The Kentucky System of Intervention Model (KSI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Kentucky System of Intervention Model (KSI) will be implemented in reading through Core Reading Instruction, Supplemental Re-Teaching, and Intensive Pull-Out to target each reader at his/her individual level based on MAP testing data. MAP will be administered three times during each school year. Teachers will monitor progress at least bi-weekly of strategic students and weekly of intensive students to determine instructional need.	Academic Support Program			08/11/2014	05/29/2015	\$40000 - Title I Schoolwide	Curriculum Consultant, Title I Instructional Assistants, Title I Reading Specialist

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Continuous Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAPS, Common Assessments, and classroom assessments will be analyzed by teachers and curriculum specialist or guidance counselor to review the academic performance of sub-populations African American students, Free/Reduced lunch students, and disability students. Principal, curriculum specialist, and teachers will analyze data to identify where the school's curriculum is not meeting the needs of all students and each student sub-population. Teachers and administrators will visit pacesetter schools, leadership conferences, and workshops to glean information. The information gathered will be evaluated for use at JSES. PLCs will meet weekly to disaggregate data, to discuss strategies, and to inform teachers of areas where growth is indicated. Closing the gap between all students and sub-populations will be reviewed.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Guidance Counselor, all teachers

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using information from testing data, target GAP students that are borderline proficient or distinguished to receive Extended School services.	Academic Support Program			11/10/2014	03/31/2015	\$3000 - District Funding	all faculty and staff

**All children were screened for kindergarten readiness.**

**Goal 1:**

The Primary Program will prepare students to be proficient in reading and math by the end of Third Grade.

**Measurable Objective 1:**

60% of All Students will demonstrate a proficiency on MAP testing and the K-Prep assessment for third graders in English Language Arts by 05/24/2013 as measured by test results .

**Strategy1:**

Kindergarten Transition - Parents and teachers will work together to increase students' readiness for Kindergarten through prescreening, Brigance Screening, parent teacher conferences, literacy events and activity ideas to help parents prepare for Kindergarten.

Category: Early Learning

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Research Cited:

Activity - Parent Teacher Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will meet with parents at least two times in the school year. Teachers will share and explain the results of the Brigance Screener and offer suggestions for working with their child at home. Copies of Readiness Activities will be available for parents.	Parent Involvement			08/06/2014	05/29/2015	\$0 - No Funding Required	School Leadership, Kindergarten teachers and staff

Activity - Brigance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Kindergarten student will be given the Brigance Screener within the first 45 school days. Information from this screener will be used to plan instruction to meet students' needs.	Academic Support Program			08/06/2014	09/05/2014	\$0 - No Funding Required	Curriculum specialist, Kindergarten teachers

Activity - Preschool to Kindergarten Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be sent an information booklet that gives details about the school, kindergarten expectations and activities that they can do at home to help their child prepare for Kindergarten. A home visit is also made. At this time preschool teachers make sure parents have and understand the information they have been given. They will also show parents how to work with their students at home. During the summer, a district Kindergarten Readiness Family night is available.	Parent Involvement			04/01/2014	08/29/2014	\$0 - No Funding Required	preschool teachers, kindergarten teachers, district preschool leadership

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

**Goal 1:**

The Primary Program will prepare students to be proficient in reading and math by the end of Third Grade.

**Measurable Objective 1:**

60% of All Students will demonstrate a proficiency on MAP testing and the K-Prep assessment for third graders in English Language Arts by 05/24/2013 as measured by test results .

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

## Strategy1:

Kindergarten Transition - Parents and teachers will work together to increase students' readiness for Kindergarten through prescreening, Brigance Screening, parent teacher conferences, literacy events and activity ideas to help parents prepare for Kindergarten.

Category: Early Learning

Research Cited:

Activity - Parent Teacher Conferencing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will meet with parents at least two times in the school year. Teachers will share and explain the results of the Brigance Screener and offer suggestions for working with their child at home. Copies of Readiness Activities will be available for parents.	Parent Involvement			08/06/2014	05/29/2015	\$0 - No Funding Required	School Leadership, Kindergarten teachers and staff

Activity - Brigance Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every Kindergarten student will be given the Brigance Screener within the first 45 school days. Information from this screener will be used to plan instruction to meet students' needs.	Academic Support Program			08/06/2014	09/05/2014	\$0 - No Funding Required	Curriculum specialist, Kindergarten teachers

Activity - Preschool to Kindergarten Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be sent an information booklet that gives details about the school, kindergarten expectations and activities that they can do at home to help their child prepare for Kindergarten. A home visit is also made. At this time preschool teachers make sure parents have and understand the information they have been given. They will also show parents how to work with their students at home. During the summer, a district Kindergarten Readiness Family night is available.	Parent Involvement			04/01/2014	08/29/2014	\$0 - No Funding Required	preschool teachers, kindergarten teachers, district preschool leadership

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

## Goal 1:

The Primary Program will prepare students to be proficient in reading and math by the end of Third Grade.

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

## Measurable Objective 1:

60% of All Students will demonstrate a proficiency on MAP testing and the K-Prep assessment for third graders in English Language Arts by 05/24/2013 as measured by test results .

## Strategy1:

K-3 Program Review - Teachers will use the K-3 Program Review to analyze the Primary Program to identify gaps and disseminate findings to gather feedback and input.

Category: Learning Systems

Research Cited: Kentucky Department of Education

Activity - K-3 Program Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Committee will meet bi-monthly to review the K-3 curriculum using the Program Review rubric as a guide. They will note gaps and share the information with their peers so that needed instruction can be planned and implemented. On the next meeting members will share evidence of instruction, planning or other data as evidence that the gap has been closed.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	K-3 Program Review Committee Principal

Activity - MAP Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP testing will occur in the Fall, Winter, and Spring. Teachers will analyze data to determine learning needs among GAP students, IEP students and students in general. They will use the data collected to help students set goals, direct instruction and increase student achievement.	Academic Support Program			09/02/2014	05/29/2015	\$0 - District Funding	BAC, DAC, Curriculum Specialist, K-3 teachers

## Strategy2:

Kentucky System of Interventions - Intervention will be provided for students scoring the 18th percentile or less on MAP testing. Students can also be recommended for interventions by their classroom teachers based on class performance. Students will meet with an interventionist 3-5 times per week for 30 minutes each day. Student progress will be monitored. The School Support Team will meet monthly to discuss student progress and make adjustments to planned interventions as necessary.

Category: Learning Systems

Research Cited:



# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Small Group Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identified students will be pulled in small groups for additional instruction in reading, math, writing, speech/language and social skills 30 minutes 3 times a week for Tier 2 and 30 minutes 5 times a week for Tier 3. Students' progress will be monitored weekly or bi-weekly.	Direct Instruction			08/06/2014	05/29/2015	\$0 - No Funding Required	Classroom teachers, interventionists, SLP, curriculum specialist

### Strategy3:

Assessment Notebooks and Professional Learning Communities - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to deliver instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

Activity - Assessment Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment results, fluency checks, pre-tests and post-test classroom assessments and other data the teacher feels impacts the students' learning. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All Faculty

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. The curriculum specialist will meet with grades K-2 and the guidance counselor will meet with grades 3-5. Minutes of the meetings will be reported to the principal.	Professional Learning			09/25/2013	05/23/2014	\$0 - No Funding Required	All faculty

### Measurable Objective 2:

60% of All Students will demonstrate a proficiency on MAP testing and the KPREP Assessment for third graders in Mathematics by 05/29/2015 as measured by test results.

### Strategy1:

K-3 Program Review - Teachers will use the K-3 Program Review to analyze the Primary Program to identify gaps and disseminate findings SY 2014-2015

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

to gather feedback and input.

Category: Learning Systems

Research Cited: Kentucky Department of Education

Activity - K-3 Program Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The K-3 Committee will meet bi-monthly to review the K-3 curriculum using the Program Review rubric as a guide. They will note gaps and share the information with their peers so that needed instruction can be planned and implemented. On the next meeting members will share evidence of instruction, planning or other data as evidence that the gap has been closed.	Academic Support Program			08/12/2014	05/29/2015	\$0 - No Funding Required	K-3 Program Review Committee Principal

Activity - MAP Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP testing will occur in the Fall, Winter, and Spring. Teachers will analyze data to determine learning needs among GAP students, IEP students and students in general. They will use the data collected to help students set goals, direct instruction and increase student achievement.	Academic Support Program			09/02/2014	05/29/2015	\$0 - District Funding	BAC, DAC, Curriculum Specialist, K-3 teachers

## Strategy2:

Assessment Notebooks and Professional Learning Communities - Teachers will utilize Professional Learning Communities and Assessment Notebooks to increase the effectiveness of instructional plans, to assess the impact of instruction, to pinpoint needed remedial instruction and to deliver instruction at higher levels.

Category:

Research Cited: Stiggins, R. (2006). Classroom Assessment for Student Learning: Doing it Right - Using it Well. Boston, MA: Pearson

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their grade level peers to set academic goals for students, create common assessments, discuss teaching strategies, examine data collected and make decisions about future instruction based on the data. The curriculum specialist will meet with grades K-2 and the guidance counselor will meet with grades 3-5. Minutes of the meetings will be reported to the principal.	Professional Learning			09/25/2013	05/23/2014	\$0 - No Funding Required	All faculty

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - Assessment Notebooks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will keep a notebook to record each student's progress in Reading and Math. Documentation to be recorded can include MAP scores, Common Assessment results, fluency checks, pre-tests and post-test classroom assessments and other data the teacher feels impacts the students' learning. Notebooks will be monitored by the principal, guidance counselor and curriculum specialist.	Professional Learning			08/11/2014	05/29/2015	\$0 - No Funding Required	All Faculty

**The school identified specific strategies to address subgroup achievement gaps.**

**Goal 1:**

Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 68.6% in 2017.

**Measurable Objective 1:**

56% of All Students will demonstrate a proficiency on the K-PREP assessment. in English Language Arts by 05/16/2014 as measured by the 2015 school report card. .

**Strategy1:**

Gather and Analyze GAP Group Data - Using grade level and content specific data boards, Jesse Stuart teachers and school leadership will analyze student achievement by Gap groups relative to state, district, and school assessment systems.

Category: Other - Academic Support

Research Cited:

Activity - ESS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using information from testing data, target GAP students that are borderline proficient or distinguished to receive Extended School services.	Academic Support Program			11/10/2014	03/31/2015	\$3000 - District Funding	all faculty and staff

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

Activity - The Kentucky System of Intervention Model (KSI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Kentucky System of Intervention Model (KSI) will be implemented in reading through Core Reading Instruction, Supplemental Re-Teaching, and Intensive Pull-Out to target each reader at his/her individual level based on MAP testing data. MAP will be administered three times during each school year. Teachers will monitor progress at least bi-weekly of strategic students and weekly of intensive students to determine instructional need.	Academic Support Program			08/11/2014	05/29/2015	\$40000 - Title I Schoolwide	Curriculum Consultant, Title I Instructional Assistants, Title I Reading Specialist

Activity - Continuous Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAPS, Common Assessments, and classroom assessments will be analyzed by teachers and curriculum specialist or guidance counselor to review the academic performance of sub-populations African American students, Free/Reduced lunch students, and disability students. Principal, curriculum specialist, and teachers will analyze data to identify where the school's curriculum is not meeting the needs of all students and each student sub-population. Teachers and administrators will visit pacesetter schools, leadership conferences, and workshops to glean information. The information gathered will be evaluated for use at JSES. PLCs will meet weekly to disaggregate data, to discuss strategies, and to inform teachers of areas where growth is indicated. Closing the gap between all students and sub-populations will be reviewed.	Academic Support Program			08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Curriculum Coordinator, Guidance Counselor, all teachers

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

**Goal 1:**

Jesse Stuart will increase or maintain the scores of Arts and Humanities, PL/CS and Writing Programs through the Program Review process.

**Measurable Objective 1:**

collaborate to improve in the Program Review areas by 05/15/2015 as measured by the Program Review results.

# KDE Comprehensive School Improvement Plan

Jesse Stuart Elementary School

## Strategy1:

Program Review Rubrics - Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.

Category:

Research Cited:

Activity - PL/CS Professional Development for All Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in PL/CS professional development to learn how to incorporate Practical Living and Career Studies instruction in the classroom.	Professional Learning			08/01/2014	05/29/2015	\$0 - No Funding Required	All faculty

Activity - Writing Curriculums	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will use Journeys Writing instruction, Being a Writer and Abell and Atherton On-Demand Writing to scaffold writing instruction and provide a common vocabulary and strategies for all students. It will be monitored through lesson plans, walk throughs and student writing portfolios.	Academic Support Program			08/06/2014	05/29/2015	\$5000 - Title I Schoolwide	All teachers and administration

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet periodically to identify appropriate evidence and calibrate evidence for ratings.	Policy and Process			08/06/2014	05/15/2015	\$0 - No Funding Required	All faculty members

Activity - PL/CS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS teachers will receive content specific Professional Development provided by the Healthier Generation Schools.	Professional Learning			08/06/2014	05/29/2015	\$0 - No Funding Required	PL/CS teacher

Activity - Arts and Humanities Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in Arts and Humanities professional development to learn how to incorporate art, music and drama to create cross curricular lessons.	Professional Learning			08/01/2014	05/29/2015	\$0 - No Funding Required	Art Teacher Music Teacher All teachers

**KDE Comprehensive School Improvement Plan**Jesse Stuart Elementary School

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<b>Activity - Writing Professional Learning</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
All teachers will receive embedded writing professional learning. Additionally, teacher leaders will attend writing professional learning sessions and present the information with their colleagues at PLCs.	Professional Learning			08/01/2014	05/29/2015	\$0 - No Funding Required	Teacher leaders, School Leadership, all teachers