



Comprehensive School Improvement Plan

Boston School

Nelson County School District

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Boston, KY 40107

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Introduction

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

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

Executive Summary

Introduction

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

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

Description of the School

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

Boston is a rural community-based school that averages between 250 to 300 students located in the heart of the Boston community. Boston School is entrenched with tradition, values and high expectations for learning and performance. Our student population includes kindergarten through the eighth grade. Our teaching staff consists of 20 certified staff members and 8 classified members. Together, they strive to help students reach proficiency by providing all students with a quality education through a variety of programs, services and activities. Within the past three years, Boston School's free and reduced lunch program has grown from 42% to 62%. With the job market becoming more challenging for the members of the community, we have experienced more financial need of our constituents. Our PTA, Family Resource and Youth Service Center, and 21st Century program play integral roles for our school by providing volunteers, resources, funding and parental support. Daycare services for school-aged children are offered to parents through our Yellow Jacket Center. Boston School does not contain a pre-school program within the school building but students in the community are able to attend the district learning center that contains a preschool program. Since this is located about 25 miles away, a small percentage of our students attend. This has resulted in about 30% of our kindergarten students being classified as "ready" according to the state screener-Brigance. Because of this, Boston worked hard to become the site of the Toyota Borne Learning Academies, which provide 6 parent workshops for parents of children ages 0-5 to help provide more academic resources to parents and community members before students enter school. Middle school students are in the seventh year of implementation of athletic and academic activities. Members of our staff have worked diligently to provide after school activities to our students since our students live in a very rural area with lack of these enrichment activities readily available. Boston School has now added a lego club, FCA club, intermediate Band program, Middle School Band program, girls and boys basketball, girls volleyball, archery for 4th-8th graders, cheerleading, STLP club, elementary and middle school academic teams, and elementary and middle school Future Problem Solving Teams. Each year, new opportunities are developed based upon student interest.

School's Purpose

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

The mission of Boston School is to develop life-long learners in collaboration with the community.

The vision statement is "Because Education Equals Success"

We believe:

B-uilding relationships with student, staff, families, and community helps remove barriers to learning

E-veryone can be successful when effective , varied, and researched based instructional learning practices are utilized

L-earning occurs from access to all types of education

I-mplementing a balanced assessment practice provides meaningful feedback

E-xpectations influence achievement

V-isiting the school improvement plan and mission, vision , beliefs regularly help maintain a focus

I-mplementing a rigorous, intentional, and aligned curriculum prepares students to be college and career ready.

N-urturing a safe school environment

G-rowing leadership capacity throughout the school community supports a climate of collaboration.

Each year, Boston stakeholders develop a school theme that correlates to our beliefs. The 2012-2013 school theme is DREAMS GROW HERE. Each month of the school calendar is named with a separeate theme to focus on. For example, one month may be college dreamers while a different month may be literary dreamers so that different activities are incorpoarated around these ideas. As you enter Boston School you will see a dreaming tree that shows the 7 Habits of effective people. Each morning the students say a 7 Habits Pledge so that they have a daily reminder of how we can work to meet our DREAMs (goals). These are just a few examples of how we use our theme to be the center of our activity planning with the students.

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:

2012-Boston School's Elementary scores were in the 92th percentile ranking for the state resulting in a Distinguished rating and being designated as a High Performing School by KDE.

2012- Boston School secured the highly competitive Toyota Born Learning Grant (1 of 6 schools in Kentucky)

2010-Boston School's Explore results were in the top 20 of all middle school's in Kentucky.

2010-Boston School secured the highly competitive 21st Century Grant

2009-2010- Boston School met NCLB.

Before state test scores were released the following goals were developed.

Boston School Dreams

2012-2013

1-Year Goals

State accountability scores to be in the top third of state.

Top scoring school in the district

EXPLORE composite score increase to a 15

AYP achieved

3-Year Goals

State accountability scores to be in the top 20%

Top scoring school in the region

EXPLORE composite score increase to a 16

AYP achieved

5-Year Goals

Become a Blue Ribbon School

Middle School designation as a School To Watch

Additional Information

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

Boston School's data has shown significant improvements in academic data over the past three years.

Boston School CSIP 2013-2014

Overview

Plan Name

Boston School CSIP 2013-2014

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 elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$2000
2	College and Career Students	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
3	Increase the average elementary combined reading and math proficiencies for gap students from 48.1 in 2013 to 71.2 in 2017 and middle school combined reading and math proficiencies from 50.0 in 2013 to 66.6 in 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$46115
4	Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy 1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2013	05/30/2014	\$0	No Funding Required	Principal, Instructional Coach, PLC grade level teachers
Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff
Activity - KCAS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/07/2013	05/30/2014	\$2000	Other	Principal, SBDM council, instructional coach, teachers

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Strategy 2:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, informal and formal observations, classroom visits, and teacher conferences, written guiding feedback will be provided to teacher in an effort to improve instructional practices.

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, District Walk-through team members

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	Teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals.	Other	11/18/2013	05/30/2014	\$0	No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To create a data informed system for interventions and instruction, timed monthly learning checks for grades 3-8 will be implemented with item analysis completed by teachers to determine reteaching plans. MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards.	Academic Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	District, teachers, principal, instructional coach

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Strategy 3:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, Map, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Research Cited: KSI

Activity - ABRI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	12/11/2013	05/30/2014	\$0	No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture	Behavioral Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	All Boston School staff members

Strategy 4:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Research Cited: RTA project, Reading Recovery, ELA state network

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Use the writing program review process and other evidence to determine if the school literacy/writing plans are effective.	Academic Support Program	08/07/2013	05/30/2014	\$0	No Funding Required	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council
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Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0	No Funding Required	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Reading Recovery continuing contact days, and other literacy resources.	Professional Learning	08/14/2013	05/30/2014	\$0	No Funding Required	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Goal 2: College and Career Students

Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 05/30/2014 as measured by 8th grade EXPLORE exam.

Strategy 1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. KEES van will visit Boston for students to receive training on KEES scholarship money and log into accounts with KEES representative.

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Activity - College and Career Readiness Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	12/02/2013	05/30/2014	\$0	No Funding Required	Leadership team
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation preparation activities will be planned during the month of February to relate toward career awareness. During the month of February community members will come in and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	12/11/2013	05/30/2014	\$0	No Funding Required	FRSC, Guidance counselor
Activity - Guidance class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement weekly college and career sessions with 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Professional Learning	08/07/2013	05/30/2014	\$0	No Funding Required	guidance counselor, district staff

Goal 3: Increase the average elementary combined reading and math proficiencies for gap students from 48.1 in 2013 to 71.2 in 2017 and middle school combined reading and math proficiencies from 50.0 in 2013 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 48.1 in 2013 to 53.8 in 2014 and the combined middle school reading and math scores from 50.0 in 2013 to 54.2 in 2014 by 05/30/2014 as measured by state KPREP assessment.

Strategy 1:

Progress Monitoring - Student achievement for gap groups will be monitored closely throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Activity - Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff to best serve the identified students needs.	Other	08/07/2013	05/30/2014	\$0	No Funding Required	teachers, principal, instructional coach, guidance counselor

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Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule.	Academic Support Program	09/09/2013	05/30/2014	\$0	No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff
Activity - Integration of resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/07/2013	05/30/2014	\$0	No Funding Required	principal, SBDM council, district
Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams will develop targeted student intervention services including technology resources such as FASTT math, Compass, Lexia, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/07/2013	05/30/2014	\$46115	School Council Funds, Grant Funds	principal, 21st century director, title I, teachers
Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	12/17/2013	05/30/2014	\$0	No Funding Required	Principal, Special Education Staff, Instructional Coach
Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in collaborative teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs.	Policy and Process	12/17/2013	05/30/2014	\$0	No Funding Required	teachers, special education staff, principal, instructional coach, district staff

Goal 4: Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy 1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching.	Professional Learning	12/06/2013	05/30/2014	\$0	No Funding Required	School Principal and Administrative staff
Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	12/06/2013	05/30/2014	\$0	No Funding Required	Certified Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as FASTT math, Compass, Lexia, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/07/2013	05/30/2014	\$46035	principal, 21st century director, title I, teachers
Total					\$46035	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KCAS implementation	Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/07/2013	05/30/2014	\$2000	Principal, SBDM council, instructional coach, teachers
Total					\$2000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as FASTT math, Compass, Lexia, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/07/2013	05/30/2014	\$80	principal, 21st century director, title I, teachers
Total					\$80	

No Funding Required

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Assessments	To create a data informed system for interventions and instruction, timed monthly learning checks for grades 3-8 will be implemented with item analysis completed by teachers to determine reteaching plans. MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards.	Academic Support Program	08/07/2013	05/30/2014	\$0	District, teachers, principal, instructional coach
Special Education PLCs	Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	12/17/2013	05/30/2014	\$0	Principal, Special Education Staff, Instructional Coach
Research-Based Instruction	Research-based specially designed instruction and co-teaching strategies will be used in collaborative teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs.	Policy and Process	12/17/2013	05/30/2014	\$0	teachers, special education staff, principal, instructional coach, district staff
Goal Setting	Implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals.	Other	11/18/2013	05/30/2014	\$0	teachers, counselor, instructional coach, principal, media specialist, interventionist
Teacher Training on Danielson Framework	All staff will be trained on the expectations of the Danielson Framework for Teaching.	Professional Learning	12/06/2013	05/30/2014	\$0	School Principal and Administrative staff
Operation Preparation	Operation preparation activities will be planned during the month of February to relate toward career awareness. During the month of February community members will come in and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	12/11/2013	05/30/2014	\$0	FRSC, Guidance counselor

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Mentoring	Determine the assignment of staff to best serve the identified students needs.	Other	08/07/2013	05/30/2014	\$0	teachers, principal, instructional coach, guidance counselor
Writing Program Review	Use the writing program review process and other evidence to determine if the school literacy/writing plans are effective.	Academic Support Program	08/07/2013	05/30/2014	\$0	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council
Professional development	Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Reading Recovery continuing contact days, and other literacy resources.	Professional Learning	08/14/2013	05/30/2014	\$0	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers
Data Analysis Team Meetings	Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff
Integration of resources	Identify ways to integrate programs and funding (title I, RTA, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/07/2013	05/30/2014	\$0	principal, SBDM council, district
Quality Student Work	Implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/07/2013	05/30/2014	\$0	Teachers, principal, instructional coach

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ABRI	ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	12/11/2013	05/30/2014	\$0	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach
Monitoring Instructional Practices	Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/07/2013	05/30/2014	\$0	Principal, Instructional Coach, Teachers, District Level Administrators, District Walk-through team members
Peer Observations	All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	12/06/2013	05/30/2014	\$0	Certified Teachers, Principal
Flexible guided reading groups	teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach
Guidelines for Success	Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture	Behavioral Support Program	08/07/2013	05/30/2014	\$0	All Boston School staff members

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Data Review	Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule.	Academic Support Program	09/09/2013	05/30/2014	\$0	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff
College and Career Readiness Workshop	Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	12/02/2013	05/30/2014	\$0	Leadership team
Curriculum Design Teams	Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2013	05/30/2014	\$0	Principal, Instructional Coach, PLC grade level teachers
Guidance class	Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement weekly college and carrer sessions with 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Professional Learning	08/07/2013	05/30/2014	\$0	guidance counselor, district staff
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The data provided gives us overall values to compare with state averages regarding each component of the new accountability system: Achievement, Gap, Growth, and College and Career Readiness (for our middle school). We can develop tables to show the percentage that each subject counts with the number of points our school earned in the achievement section of KPREP. We can also gather the percentage of students that achieved proficient and distinguished at each grade level with a comparison to the state average for each grade level. In addition, from individual student reports we can count the actual number of students at each category to place in the next generation calculator to discuss "what if" options. Data can be gathered on the number of GAP students that achieved proficiency from each of the subject areas. Additional information can be gathered on GAP students from the school report card link on gender performance, socio-economic, etc. at each grade level if there are more than 10 students in a particular grade level. There is also data provided on the percent of students that are at or above the 40th student growth percentile and how the school percentage of students compares to state averages. We can also find data regarding EXPLORE results and the percent of students that have reached the benchmark for each of the subject areas. The data does not give schools data regarding the how the school or grade levels in a school compares with district and state responses for multiple choice, short answer, and extended responses. Without this data, conclusions cannot be formulated accurately regarding school systematic versus grade-level instructional issues regarding student content knowledge and/or ability to synthesize answers in written form. In addition, the break-down for sub-domains is missing. For example, it is not possible to gather data trends for grade levels or school performance in the sub-domain of geometry versus data/measurement. This is lacking for all subject areas.

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?

All Elementary scores are at or well above the state averages across all grade levels. Elementary ranked in the top 8 percent of all elementary school in the state. Middle school scores indicate that 6th grade scores were at or well above state averages other than writing (slightly below) while math was above state average across all grade levels. Middle School math scores ranked 39th in the state

Opportunities for Improvement

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

Our Elementary School scored in the top 8% of all public elementary schools in Kentucky. However, the staff has identified reading, math, and writing as areas that we want to continue to grow. Middle school has identified the same areas as well. Teacher teams along with the principal and instructional coach work to monitor student learning by frequent examination of student data. Data is collected through monthly formative assessments as well as the three Measures of Academic Performance tests. After examination of the data, teacher teams design intervention/enrichment based learning experiences for the students to provide a laser-like focus on these deficient skill areas. Through Professional learning community work, teachers build a bank of resources to provide students with authentic learning experiences. Writing activities have been added to the teacher daily lesson plan so that there is at least one activity throughout the week that has a focus on writing. Each student has a writing folder to collect a variety of writing products that have been completed throughout the school year. This folder is passed up to the next grade level. In addition, teachers display quality writing outside in the hallway on monthly rotation basis. Work is examined by the principal, instructional coach, district walk-through participants along with school level peer walkthrough feedback.

Conclusion

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

Boston School's next step is to continue to examine school schedules within the school day as well as before and after school to ensure that both human and monetary resources are being utilized to the utmost fullest capacity. We will continue to monitor daily on a frequent basis to change practices when needed to increase student achievement. District level work is being developed for the second half of the school year to implement district-wide curriculum documents.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	SBDM committees were utilized to determine needs based on a review of all academic data including K-Prep, MAP, and common assessment data. The leadership committee led the comprehensive needs assessment.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	A school-wide schedule was developed and adopted through SBDM to maximize available resources throughout the school day. Intervention period included in the school schedule for both math and reading K-8, and research-based instructional strategies are used in addition to the core academic program. In addition, students have access to intervention programs including Compass and Moby Max.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	A transition plan has been adopted by the SBDM council. It includes classroom teachers working with their next year's students in transition activities during the spring. Kindergarten students will be tested and acclimated to their classrooms, as well as having home visits. A Jump Start program is scheduled for late summer prior to students entering Kindergarten.	

Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	The school schedule was developed to incorporate intervention periods for reading and math within the school day for grades K-8 using research-based intervention strategies. Students are grouped based on need with those experiencing the greatest difficulty receiving an increased amount of support through targeted interventions in small groups or one-on one. First graders who score in the lowest 20% in reading are targeted for Reading Recovery, a research based program implemented by a trained Reading Recovery teacher.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We work with Human Resources to ensure that all of our teachers are highly qualified. In addition, we work to recruit and retain highly qualified teachers through our hiring process and hiring committees.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	Instruction is planned through the PLC planning teams and implemented by highly qualified teachers and trained paraprofessionals. All teachers are certified in the fields in which they are teaching. All paraeducators at Boston School meet the educational requirements. Tests are administered through the Adult Education Center to ensure competency. All paraeducators must pass this test prior to employment.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funds provide two trained instructional assistants and a retired teacher for 4 hours for small group interventions as well as 2 certified positions for one hour per day interventions in reading and math.	

Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Title I holds informational and Family Literacy activities for parents of Boston School students. Title I representatives discuss our program at Open House, Title I parent meetings, and through school newsletters and program handouts. Parents are also surveyed to determine how we can better serve their students. Every parent receives a Parent Learning Compact each school year, and is invited to help develop and refine our Parent Involvement Policy. In addition, parents are invited to observe Reading Recovery and guided reading lessons in order to carry over the learning strategies.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	No	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	The Curriculum, Instruction and Assessment SBDM committee reviews and revises the comprehensive plan annually and completes regular impact checks. These are reported to all stakeholders and the SBDM.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Not-applicable	

Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not-applicable	

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	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Federal funds including Title I and IDEA funds are available to the school. State funding including RTA grant funds, FRYSC, preschool, and section 6 (SEEK funds) are distributed for school use as well. Locally funds from grants and school fundraising provide Boston School with opportunities for programs, activities, and resources. Programs All funds are budgeted after careful analysis of all available data and needs assessments.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	No	Not-applicable	

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	Not-applicable	

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.	No	Not-applicable	

Comprehensive School Improvement Plan

Boston School

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.	No	Not-applicable	

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.	No	Not-applicable	

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	Not-applicable	

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.	No	Not-applicable	

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	The Curriculum Instruction and Assessment SBDM committee worked to develop, edit and revise the comprehensive plan with input from all stakeholders. The plan is reviewed by all staff and the SBDM. Each of these groups also review student achievement results throughout the school year.	

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	http://bos.nelson.kyschools.us/	

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	The school notifies parents when their children are taught 4 or more consecutive weeks by teachers who are not highly qualified. In this instance, a written notice would be sent to all students' families in the affected class.	

Comprehensive School Improvement Plan

Boston School

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	The professional development plan was determined through the needs assessment process and evaluation of all data during by certified and classified staff and parent representatives, thus all stakeholders were involved in the process. The professional development for instructional assistants is based on our school-wide plan for improvement which is the focus of our Consolidated Plan.	

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	All staff listed in the program are highly qualified and paraprofessionals are trained to implement all designated programs. The media specialist is also a certified classroom teacher and employed as a math interventionist as part of the school-wide title one program.	

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	The school schedule is designed to utilize all para-educators in direct instruction of small groups under the direct supervision of highly qualified classroom teachers.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	The school schedule is designed to ensure all paraeducators are working directly with groups of students throughout the day. Any non-instructional duties are assigned on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not-applicable.	

Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	The school schedules reflect that the school met its cap size requirements without using Title I funds.	

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 52.9% in 2012 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 45.9% in 2012 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 52.9% to 57.6% and middle school combined reading and math scores from 45.9% to 51.3% by 05/31/2013 as measured by 2013 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make instructional decisions based upon the data analysis.

Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	10/01/2012	11/29/2013	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Narrative:

Data Sources: MAP, GRADE (K-2), DRA, Great Leaps, Marie Clay Observation Survey, K-Prep, and teacher made assessments. The above data identified needs/priorities/gaps.

Reading sub-skills including phonemic awareness, vocabulary, word reading, sentence comprehension, passage comprehension and listening comprehension were analyzed for all students. Students were targeted based on stanine scores for individual subtests. Program fluency tests and Great Leaps were also used to measure reading fluency and target individual students.

MAP data and student common assessment results were used to analyze student performances in reading and math, and target individual students based on student need.

The Marie Clay Observation Survey was utilized to assess and target first grade students for Reading Recovery services.

Students were identified for services in reading based on subtest scores on the MAP and GRADE data. In addition, teachers will meet during PLC meetings to review data and regroup students as needed.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average elementary combined reading and math proficiencies for gap students from 42.3 in 2012 to 71.2 in 2017 and middle school combined reading and math proficiencies from 33.1 in 2012 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 42.3 in 2012 to 48.1 in 2013 and the combined middle school reading and math scores from 33.1 in 2012 to 39.8 in 2013 by 05/31/2013 as measured by state KPREP assessment.

Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored closely throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Research Cited:

Activity - Student Growth Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
analyze student achievement by gap groups, relative to state KPREP and school assessment systems and design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule.	Tutoring	10/01/2012	11/29/2013	\$0 - No Funding Required	intervention staff, RTA, title I, americorp worker, teachers, principal, instructional coach, 21st century staff

Narrative:

First graders who score in the lowest 20% when compared to their peers in reading are targeted for Reading Recovery. Reading Recovery is research based program and implemented by a trained Reading Recovery teacher. Other students who are targeted as needing extra instruction in reading receive one-on-one or small group guided reading instruction. All classroom teachers and assistants have received training in guided reading strategies and help implement literacy groups. In addition, students targeted for additional reading and math instruction based on MAP, GRADE, DRA, K-Prep, or teacher made assessments are assigned to an intervention group. Students are targeted based on academic performance. All students are eligible for these additional services regardless of gender, socio-economic status, or disability; thus the educational needs of all students are met through our School wide Title I Program. In addition, an individual plan for improvement is developed for each student at Boston School, ensuring that the needs of every student are met. An Americacorp worker was trained in Great Leaps and guided reading in order to address student needs in reading fluency. Students were targeted based on DRA, GRADE, MAP, and program fluency tests.

According to ongoing data collection as reflected in PLC meeting, notes and data collection, the plans, which were implemented as written,

were successful in meeting the goals established in the school wide plan. Data is consistently monitored and instructional changes are made as needed in order to meet all student needs.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators**Instruction By Highly Qualified Teachers and Paraeducators****Goal 1:**

Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching.	Professional Learning	12/06/2013	05/30/2014	\$0 - No Funding Required	School Principal and Administrative staff

Narrative:

All teachers are certified and highly qualified in the fields in which they are teaching. All paraeducators at Boston School meet the educational requirements.

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

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 52.9% in 2012 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 45.9% in 2012 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 52.9% to 57.6% and middle school combined reading and math scores from 45.9% to 51.3% by 05/31/2013 as measured by 2013 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make instructional decisions based upon the data analysis.

Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and monitor pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2012	11/29/2013	\$800 - District Funding	Principal, Instructional Coach, PLC grade level teachers

Goal 2:

Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Research Cited: Charlotte Danielson, Framework for Teaching

Comprehensive School Improvement Plan

Boston School

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching.	Professional Learning	12/06/2013	05/30/2014	\$0 - No Funding Required	School Principal and Administrative staff

Narrative:

The professional development plan was determined through the needs assessment process and evaluation of all data during by certified and classified staff and parent representatives, thus all stakeholders were involved in the process. The PD is high quality, on-going, and job-embedded. All PD is evaluated at the conclusion of each session. To ensure that PD is on-going, teachers are asked to include strategies from their professional development sessions in their Professional Growth Plans which are worked on throughout the school year and monitored by our principal. The impact of the PD on students achievement is measured through analysis of lesson plans, district walk-throughs, and data from MAP, DRA, GRADE, K-Prep, and teacher made assessments. The professional development for instructional assistants is based on our school-wide plan for improvement which is the focus of our Consolidated Plan.

Component 5: Strategies to Attract Highly Qualified Teachers**Strategies to Attract Highly Qualified Teachers****Goal 1:**

Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	12/06/2013	05/30/2014	\$0 - No Funding Required	Certified Teachers, Principal

Narrative:

All staff hired at Boston School are required to interview with the SBDM council. Teachers are only considered for the position if they meet the requirements of a highly qualified teacher in the area needed. The district attempts to recruit highly qualified teachers by participating in college employment fairs and by allowing education students to complete their practicum and student teaching positions in our building.

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

College and Career Students

Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 03/29/2013 as measured by 8th grade EXPLORE exam.

Strategy1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. KEES van will visit Boston for students to receive training on KEES scholarship money and log into accounts with KEES representative.

Research Cited:

Activity - College and Career Readiness Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	11/01/2012	12/31/2012	\$0 - No Funding Required	Leadership team

Narrative:

Title I holds informational, test analysis, and Family Literacy activities for parents of Boston School students. Title I representatives discuss our program at Open House, Title I parent meetings, and through school newsletters and program handouts. Parents are also surveyed to determine how we can better serve their students. Every parent receives a Parent Learning Compact each school year, and is invited to help develop and refine our Parent Involvement Policy. In addition, parents are invited to observe Reading Recovery and guided reading lessons in order to carry over the learning strategies at home. A Parent Involvement Policy was also rewritten and approved by the SBDM council.

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

Increase the average elementary combined reading and math proficiencies for gap students from 42.3 in 2012 to 71.2 in 2017 and middle school combined reading and math proficiencies from 33.1 in 2012 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 42.3 in 2012 to 48.1 in 2013 and the combined middle school reading and math scores from 33.1 in 2012 to 39.8 in 2013 by 05/31/2013 as measured by state KPREP assessment.

Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored closely throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the identified students needs.	Other	08/20/2012	11/29/2013	\$0 - No Funding Required	teachers, principal, instructional coach, guidance counselor

Narrative:

A transition plan has been adopted by the SBDM council. It includes classroom teachers working with their next year's students in transition activities during the spring. Kindergarten students will be tested and acclimated to their classrooms, as well as having home visits.

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

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 52.9% in 2012 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 45.9% in 2012 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 52.9% to 57.6% and middle school combined reading and math scores from 45.9% to 51.3% by 05/31/2013 as measured by 2013 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make instructional decisions based upon the data analysis.

Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and monitor pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2012	11/29/2013	\$800 - District Funding	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	10/01/2012	11/29/2013	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Narrative:

All teachers are involved in the selection of academic assessments and data analysis. Teachers meet during faculty meetings and planning periods to analyze standardized test data such as the K-Prep. In addition, they meet during PLC meetings to analyze student work, DRA, GRADE, and MAP data. Teachers also meet to develop individual growth plans for every student in their classroom. The individual growth plans are for students' improvement which are carried out collaboratively between parents, classroom teachers, and Title I teachers to ensure continuous progress.

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 52.9% in 2012 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 45.9% in 2012 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 52.9% to 57.6% and middle school combined reading and math scores from 45.9% to 51.3% by 05/31/2013 as measured by 2013 KPREP assessment.

Strategy1:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, informal and formal observations, classroom visits, and teacher conferences, written guiding feedback will be provided to teacher in an effort to improve instructional practices.

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately.	Other	11/14/2012	11/29/2013	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/13/2012	11/29/2013	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, District Walk-through team members

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Timed monthly learning checks will be implemented with item analysis completed by teachers to determine reteaching plans. MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common grade level teachers will develop common unit assessments and analyze data to determine the effectiveness of instruction.	Academic Support Program	08/13/2012	11/29/2013	\$2000 - Other	District, teachers, principal, instructional coach

Strategy2:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make instructional decisions based upon the data analysis.

Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	10/01/2012	11/29/2013	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Narrative:

Data from the above sources are routinely analyzed during PLC meetings in order to determine if students' intervention plans are enabling them to meet state standards. Students are given intervention through a three tier system.

The tiers include:

1. Classroom intervention
2. Small group intervention
3. One-on-one intervention

If these tiers are unsuccessful in enabling these students to meet state standards, then students are referred for screening and placement in our special education program.

All staff including classroom teachers, special education teachers, RTA and Title I teachers collaborate to plan instruction. Instructional strategies are shared with paraeducators if applicable.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 52.9% in 2012 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 45.9% in 2012 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 52.9% to 57.6% and middle school combined reading and math scores from 45.9% to 51.3% by 05/31/2013 as measured by 2013 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make instructional decisions based upon the data analysis.

Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	10/01/2012	11/29/2013	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and monitor pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2012	11/29/2013	\$800 - District Funding	Principal, Instructional Coach, PLC grade level teachers

Narrative:

Federal funds including Title I and IDEA funds are available to the school. State funding including RTA grant funds, FRYSC, preschool, and section 6 (SEEK funds) are distributed for school use as well. Local funding from endowment grants and school fundraising, also aid Boston School in improving instruction to increase student achievement. All funds are budgeted after careful analysis of all available data and needs assessments.

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/07/2013	05/30/2014	\$2000 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

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Narrative:

Results of the TELL survey were shared in SBDM with the results being generally positive. Determination of professional development based on staff input and need.

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy1:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, Map, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture	Behavioral Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	All Boston School staff members

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	12/11/2013	05/30/2014	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Strategy2:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

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Research Cited: Dufour's PLC process

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/07/2013	05/30/2014	\$2000 - Other	Principal, SBDM council, instructional coach, teachers

Strategy3:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, informal and formal observations, classroom visits, and teacher conferences, written guiding feedback will be provided to teacher in an effort to improve instructional practices.

Research Cited:

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Teachers, principal, instructional coach

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Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Adminstrators, District Walk-through team members

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals.	Other	11/18/2013	05/30/2014	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, timed monthly learning checks for grades 3-8 will be implemented with item analysis completed by teachers to determine reteaching plans. MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	District, teachers, principal, instructional coach

Strategy4:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Research Cited: RTA project, Reading Recovery, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

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Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Reading Recovery continuing contact days, and other literacy resources.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process and other evidence to determine if the school literacy/writing plans are effective.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Research Cited: RTA project, Reading Recovery, ELA state network

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process and other evidence to determine if the school literacy/writing plans are effective.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

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Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Reading Recovery continuing contact days, and other literacy resources.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Narrative:

All students were screened for kindergarten readiness through the Brigance screener.

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Research Cited: RTA project, Reading Recovery, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Strategy2:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing

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guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Narrative:

Our school also obtained the Toyota Born Learning grant and offers workshops through the year for families of preschool age children designed to help facilitate learning and school readiness.

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 57.5% in 2013 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 61.7% in 2013 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 57.5% to 62.2% and middle school combined reading and math scores from 61.7% to 64.5% by 05/30/2014 as measured by 2014 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Research Cited: RTA project, Reading Recovery, ELA state network

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Reading Recovery continuing contact days, and other literacy resources.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

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Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, STAR, teacher progress monitoring, unit assessments, GRADE) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process and other evidence to determine if the school literacy/writing plans are effective.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Strategy2:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, informal and formal observations, classroom visits, and teacher conferences, written guiding feedback will be provided to teacher in an effort to improve instructional practices.

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals.	Other	11/18/2013	05/30/2014	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, District Walk-through team members

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Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Teachers, principal, instructional coach

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, timed monthly learning checks for grades 3-8 will be implemented with item analysis completed by teachers to determine reteaching plans. MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	District, teachers, principal, instructional coach

Strategy3:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, Map, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture	Behavioral Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	All Boston School staff members

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	12/11/2013	05/30/2014	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Strategy4:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing

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guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/07/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/07/2013	05/30/2014	\$2000 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/01/2013	05/30/2014	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average elementary combined reading and math proficiencies for gap students from 48.1 in 2013 to 71.2 in 2017 and middle school combined reading and math proficiencies from 50.0 in 2013 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 48.1 in 2013 to 53.8 in 2014 and the combined middle school reading and math scores from 50.0 in 2013 to 54.2 in 2014 by 05/30/2014 as measured by state KPREP assessment.

Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored closely throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

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Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the identified students needs.	Other	08/07/2013	05/30/2014	\$0 - No Funding Required	teachers, principal, instructional coach, guidance counselor

Activity - Integration of resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/07/2013	05/30/2014	\$0 - No Funding Required	principal, SBDM council, district

Activity - Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop targeted student intervention services including technology resources such as FASTT math, Compass, Lexia, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. Investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/07/2013	05/30/2014	\$46035 - Grant Funds \$80 - School Council Funds	principal, 21st century director, title I, teachers

Activity - Student Growth Reports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state KPREP and school assessment systems and design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule.	Tutoring	09/09/2013	05/30/2014	\$0 - No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff

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

Goal 1:

All students at Boston School will complete proficient writing samples in all three types of writing: Narrative, Argumentative, and Informational

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in publishing Narrative, Argumentative, and Informational writing samples. in English Language Arts by 05/30/2014 as measured by proficient samples in writing folder.

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Strategy1:

Writing to Proficiency - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

Research Cited:

Activity - Teacher Training on Writing forms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development through professional learning communities	Academic Support Program	08/07/2013	05/30/2014	\$0 - Other	Principal, Instructional Coach, and grade level teachers

Goal 2:

All elementary students will be provided instruction on the 14 career clusters.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of the 14 career clusters in Practical Living by 05/30/2014 as measured by 5th grade scoring rubrics..

Strategy1:

College and Career Readiness Activity - All students by the end of their 5th grade year, will have completed activities as documented in teacher lesson plans on the 14 career clusters.

Research Cited:

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction on the 14 career clusters embedded through guidance class time for 5th grade students.	Career Preparation/ Orientation	08/07/2013	05/30/2014	\$100 - General Fund	Guidance Counselor

Goal 3:

All elementary students will have instruction in all four arts areas.

Measurable Objective 1:

complete a portfolio or performance event in all four art disciplines each year of elementary school by 05/30/2014 as measured by Lesson plans and school schedule.

Strategy1:

Master Schedule - The master schedule will be planned in collaboration with teachers to ensure allotted time for instruction in all four art

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disciplines.

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Schedule planning	Policy and Process	08/06/2012	05/31/2013	\$0 - No Funding Required	Principal and SBDM council

Goal 4:

All middle school students will have an opportunity to explore one arts area in more detail to develop a specialized skill.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in specialized content for one arts area. in Art & Humanities by 05/30/2014 as measured by course attendance.

Strategy1:

Surveying students - A survey will be given to all upcoming 6th, 7th, and 8th graders to determine arts area that students would be interested in pursuing.

Research Cited:

Activity - Surveying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey all upcoming 6th, 7th, and 8th grade students to tabulate arts area that they would like to receive specialized instruction in.	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal