



Closing the Achievement Gap

Burlington Elementary School

Boone County

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Introduction

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

KDE Closing the Achievement Gap

Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- African American
- With Disability
- Free/Reduced Price Meals
- Male
- Female
- White

Achievement Gap Summary

Describe the school's climate and culture.

According to the TELL Survey Results: Teachers state there are clear procedures for student conduct and students understand those expectations. Staff feel their environment is safe. Although the score improved, a major Area for Growth included teachers feeling comfortable raising issues and concerns. There are concerns about the level of trust and respect among colleagues, having sufficient time to collaborate.

Describe the strategies that were implemented that helped to close the achievement gap.

The following strategies were implemented:

- Adopted Benchmark Reading Program
- School Wide Eagle Time (RTI) Groupings using STAR Data
- Quarterly Data Review (STAR and RTI interventions)
- Tracking Sheets - students were flexibly grouped and as they mastered skills, they immediately moved on to the next (NOT waiting until the next intervention period).
- Homework Club
- Extended School Services - before school, after school and Summer School
- Full Time Counselor devoted to Guidance Lessons on Study Skills, Team Building, Conflict Resolution
- Title I Staff collaborative model (worked directly in the classroom with differentiated groups)
- Collaboration with Public Library to support Summer Reading Program
- Differentiated Teacher Professional Development was provided in the format through Roundtables and weekly PLCs. Teachers could request specific topics. Teacher leaders were developed.
- Implementation of Reading Workshop and Math Workshop
- Grade Level Curriculum Planning Days
- Project Based Learning - 2nd and 3rd Grades

Describe the barriers that prevented the school from closing the achievement gap.

According to the TELL Survey, teachers felt the following were barriers:

- Insufficient time to meet the needs of diverse learners
- Lack of trust and mutual respect among colleagues

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

- Instructional Coach and Administrators attended district trainings concerning TPGES, Instructional Strategies, Developing Teacher Leaders and Poverty Study

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- Professional Development - Data Analysis, PBIS, Benchmark Literacy, CINSAM Fishbowls, PBL (Buck Institute), Growth Mindset Book Study
- Teachers who attend District Professional Development share information with their school colleagues during weekly PLCs and/or Staff Meeting Roundtables
- FRC and Title I provide Parent Involvement nights (reading and math)

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

The process to review the CSIP includes:

- Dedicated Staff Meetings to review data and CSIP. Teachers and leaders make recommendations for changes and revisions.
- Review of CSIP by SBDM

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3%

Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.

Measurable Objective 1:

demonstrate a proficiency of 62 Proficient/Distinguished by 06/01/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis; PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR (Student Teacher Assistance Referral) Team will use Infinite Campus data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze behavior data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2017	\$0 - Other	PBIS Committee Principal/Asst. Principal

Activity - Research Based Instruction - Special Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will utilize a research based instructional program for teaching reading and math to the students on their caseload.	Academic Support Program	02/01/2013	06/30/2017	\$0 - Other	Principal; Special Education Staff

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement evening activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade).	Parent Involvement	02/01/2013	06/30/2017	\$0 - Other	FRC Coordinator; Title I Teacher; Teacher Committee

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0 - State Funds	Principal/Asst. Principal; Instructional Coach; Teachers

Activity - Assessment; Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$1000 - Title I Part A \$1000 - School Council Funds	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RtI/tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic). Students progress is to be monitored to ensure the implementation and effectiveness of such interventions. Continue to refine the use of a "Response to Intervention" model for intervening with struggling students.	Academic Support Program	02/01/2012	06/30/2017	\$0 - No Funding Required	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued training and support/monitoring of implementation of school-wide PBIS. Establish a schedule for re-teaching procedures (clip charts, utilizing Power Point lessons) after long weekends and holiday breaks.	Behavioral Support Program	02/01/2013	06/30/2017	\$0 - No Funding Required	Principal/Asst. Principal; PBIS Committee

Activity - ASSESSMENT - STAR and COMPASS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support of the utilization of STAR Reading, STAR Early Literacy, STAR Math and COMPASS as a tool to enhance student learning (through the learning paths created through STAR assessments for COMPASS), teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	12/01/2014	06/30/2017	\$0 - Other	Principal/Asst. Principal; Instructional Coach Teachers

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Activity - Closing Achievement Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a Poverty Study to identify needs, strategies and supports for students in gap group populations.	Professional Learning	01/04/2016	06/30/2017	\$0 - General Fund	Principal/Asst. Principal Instructional Coach FRC Coordinator Title I Teacher

Goal 2:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 66.8% Proficient/Distinguished in Reading and Math on KPREP by 06/01/2017 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional Learning - SCIENCE STANDARDS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, CINSAM and other professional organizations at various grades and transition points for successful implementation and incorporation of STEM principles. The school will participate in Science Leadership Framework in the development of a district-wide Scope and Sequence as well as exemplar units.	Professional Learning	02/01/2013	06/30/2017	\$0 - School Council Funds	Principal/Asst. Principal; Instructional Coach; Teacher representative on District Advisory Science Team Primary and Intermediate representatives on District Science Leadership Team STEM Lab Facilitator

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$2500 - Title I Part A \$4400 - School Council Funds	Principal/Asst. Principal; Instructional Coach

Activity - Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a primary and intermediate literacy block structure utilizing research-based best practices to instruct students at grade level and at their individual learning levels.	Academic Support Program	02/01/2013	06/30/2017	\$0 - No Funding Required	Curriculum and Instruction Committee; Principal/Asst. Principal

Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0 - Title I Part A	Principal; Title I Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0 - School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff

Activity - Progress Monitoring - Special Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will continue to utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2017	\$0 - Other	Special Education Staff; Principal

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Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS (including Science and Social Studies timelines), Quality Core and College Readiness Standards and secure SBDM support through embedded differentiated Professional Development. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1) analyze and evaluate thinking with multiple points of view to improve thinking, 2) identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought, 3) work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Academic Support Program	02/01/2013	06/30/2017	\$0 - School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff Understanding By Design Pilot Team (grade level representatives)

Goal 3:

Novice Reduction

Measurable Objective 1:

3% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 06/01/2016 as measured by overall novice scores in KPREP.

Strategy1:

Instructional Strategies for Math Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in extended school services will receive direct instruction along with online support through programs such as: IXL, Moby Max, Compass Odyssey, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0 - Grant Funds	Principal; Asst. Principal ESS Building Coordinator Teachers

Activity - Novice Reduction Monitoring - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in math will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Academic Support Program	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal; Asst. Principal Instructional Coach RTI Staff Teachers

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Strategy2:

Instructional Strategies for Reading Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction Monitoring - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	06/01/2017	\$0 - No Funding Required	Principal; Asst. Principal RTI Staff Teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Headsprout, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0 - Grant Funds	Principal; Asst. Principal Instructional Coach ESS Building Coordinator Teachers

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

- SBDM reviews the SIP throughout the year (Implementation and Impact checks)
- Grade Level PLCs - one per month is devoted to data analysis
- RTI Data Analysis (every 9 weeks)
- SBDM Committees meet to review and revise SIP as needed throughout the year
- PBIS Team meets once a month to review behavior data
- STAR Team meets twice a month to review behavior data

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3%

Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.

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Measurable Objective 1:

demonstrate a proficiency of 62 Proficient/Distinguished by 06/01/2016 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0 - State Funds	Principal/Asst. Principal; Instructional Coach; Teachers

Goal 2:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 66.8% Proficient/Distinguished in Reading and Math on KPREP by 06/01/2017 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$2500 - Title I Part A \$4400 - School Council Funds	Principal/Asst. Principal; Instructional Coach

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Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0 - Title I Part A	Principal; Title I Staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0 - School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff

Goal 3:

Increase the percent of Effective Teachers and Leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by the teacher and principal evaluation system.

Strategy1:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Teacher PGES

Research Cited: The MET (Measures of Effective Teaching) Project

Activity - Improving Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Burlington Elementary School will build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2013	06/30/2017	\$0 - Title II Part A	Principal Assistant Principal Instructional Coach All Certified Staff

Strategy2:

Full Implementation of TPGES - Full Implementation of TPGES

Category: Teacher PGES

Research Cited: The MET Project

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Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Burlington Elementary Staff will follow the recommended timeline for Self-Reflections, Professional Growth Plans, Student Growth Goals, Peer Observations and Student Voice Surveys provided by BCEA and Boone County School District.	Professional Learning	08/01/2013	06/30/2017	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Certified Staff

Strategy3:

PGES Implementation - Implementation

Category: Teacher PGES

Research Cited: MET (Measures of Effective Teaching) Project

Activity - PPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Burlington Elementary School principal and assistant principal will be certified by Teachscape and will implement TPGES with certified staff.	Professional Learning	08/01/2014	06/01/2017	\$0 - No Funding Required	Principal Assistant Principal

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Burlington Elementary School certified staff will participate in the TPGES that meets KDE minimum requirements. The Pilot Team from 2013-14 school year will assist in implementation. TPGES support will be embedded in PLC meetings.	Professional Learning	06/01/2013	06/30/2017	\$0 - Title II Part A	Principal Assistant Principal Instructional Staff

Goal 4:

Novice Reduction

Measurable Objective 1:

3% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 06/01/2016 as measured by overall novice scores in KPREP.

Strategy1:

Professional Development - Professional Development will provide staff with the instructional skills and strategies necessary to be effective teachers in the reduction of students scoring novice in reading and math.

Category: Professional Learning & Support

Research Cited:

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Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Opportunities (P.D.s and PLCs) will be provided that help building leaders, teachers and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are used in the Education Neuroscience research.	Professional Learning	01/01/2016	06/01/2017	\$0 - School Council Funds	Principal; Asst. Principal Instructional Coach FRC Coordinator Title I Teacher Teachers

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

- Teacher driven PLCs
- Dedicated collaboration time between grade level teams and vertical teams
- Teacher assignments were restructured to maximize strengths and better meet needs of students
- Established PLC meeting norms
- Problem Solving with the Principal
- Weekly Staff Appreciation recognition
- Teacher Peer Observations to improve classroom instruction and student engagement
- CONNECT Group was formed to improve staff networking, collaboration and culture
- Special Area Collaboration Day

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

2015 Burlington CSIP

Overview

Plan Name

2015 Burlington CSIP

Plan Description

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 achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3% Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$2000
2	Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$13100
3	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0

Goal 1: Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3% Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.

Measurable Objective 1:

demonstrate a proficiency of 62 Proficient/Distinguished by 06/01/2016 as measured by Overall Achievement Gap on KPREP.

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RtI/tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic). Students progress is to be monitored to ensure the implementation and effectiveness of such interventions. Continue to refine the use of a "Response to Intervention" model for intervening with struggling students.	Academic Support Program	02/01/2012	06/30/2017	\$0	No Funding Required	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0	State Funds	Principal/Asst. Principal; Instructional Coach; Teachers
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement evening activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade).	Parent Involvement	02/01/2013	06/30/2017	\$0	Other	FRC Coordinator; Title I Teacher; Teacher Committee

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Activity - Closing Achievement Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a Poverty Study to identify needs, strategies and supports for students in gap group populations.	Professional Learning	01/04/2016	06/30/2017	\$0	General Fund	Principal/Asst. Principal Instructional Coach FRC Coordinator Title I Teacher
Activity - ASSESSMENT - STAR and COMPASS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of the utilization of STAR Reading, STAR Early Literacy, STAR Math and COMPASS as a tool to enhance student learning (through the learning paths created through STAR assessments for COMPASS), teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	12/01/2014	06/30/2017	\$0	Other	Principal/Asst. Principal; Instructional Coach Teachers
Activity - Assessment; Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$2000	Title I Part A, School Council Funds	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
Activity - Data Analysis; PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR (Student Teacher Assistance Referral) Team will use Infinite Campus data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze behavior data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	Other	PBIS Committee Principal/Asst. Principal
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and support/monitoring of implementation of school-wide PBIS. Establish a schedule for re-teaching procedures (clip charts, utilizing Power Point lessons) after long weekends and holiday breaks.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Principal/Asst. Principal; PBIS Committee
Activity - Research Based Instruction - Special Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Special Education Teachers will utilize a research based instructional program for teaching reading and math to the students on their caseload.	Academic Support Program	02/01/2013	06/30/2017	\$0	Other	Principal; Special Education Staff
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Strategy 2:

Attracting High Quality, Highly Qualified Teachers - Attracting High Quality, Highly Qualified Teachers

Category: Human Capital Management

Research Cited: Dispositions Training

Activity - Attracting High Quality, Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department to ensure the hiring of high quality and highly qualified applicants.	Recruitment and Retention	07/01/2013	06/30/2017	\$0	No Funding Required	Principal SBDM Council Members

Goal 2: Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 66.8% Proficient/Distinguished in Reading and Math on KPREP by 06/01/2017 as measured by overall Proficient/Distinguished on KPREP.

Strategy 1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0	Title I Part A	Principal; Title I Staff

Activity - Literacy Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Burlington Elementary School

Develop a primary and intermediate literacy block structure utilizing research-based best practices to instruct students at grade level and at their individual learning levels.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Curriculum and Instruction Committee; Principal/Asst. Principal
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Activity - Progress Monitoring - Special Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will continue to utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2017	\$0	Other	Special Education Staff; Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$6900	School Council Funds, Title I Part A	Principal/Asst. Principal; Instructional Coach

Activity - Professional Learning - SCIENCE STANDARDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

Burlington Elementary School

Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, CINSAM and other professional organizations at various grades and transition points for successful implementation and incorporation of STEM principles. The school will participate in Science Leadership Framework in the development of a district-wide Scope and Sequence as well as exemplar units.	Professional Learning	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Teacher representative on District Advisory Science Team Primary and Intermediate representative s on District Science Leadership Team STEM Lab Facilitator
Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS (including Science and Social Studies timelines), Quality Core and College Readiness Standards and secure SBDM support through embedded differentiated Professional Development. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1) analyze and evaluate thinking with multiple points of view to improve thinking, 2) identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought, 3) work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Academic Support Program	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff Understanding By Design Pilot Team (grade level representative s)
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff

Strategy 2:

Program Review - Program Review

Category: Continuous Improvement

Closing the Achievement Gap

Burlington Elementary School

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are reviewed, feedback is given throughout the process, and improvements are made in the implementation of primary, writing, vocational/career studies and arts and humanities a minimum of once per quarter.	Academic Support Program	07/01/2013	06/30/2017	\$5400	School Council Funds	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers

Strategy 3:

School Readiness - School Readiness

Category: Early Learning

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for K students.	Academic Support Program	07/01/2013	06/30/2017	\$0	No Funding Required	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers

Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten Teachers will participate in transition meetings for students leaving the preschool program and entering kindergarten. Preschool and Kindergarten Teachers will participate in vertical planning (ELA and Math) to align curriculum to decrease gaps.	Academic Support Program	12/01/2014	06/30/2017	\$800	School Council Funds	Principal Instructional Coach Preschool Teachers Kindergarten Teachers

Goal 3: Novice Reduction

Measurable Objective 1:

3% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 06/01/2016 as measured by overall novice scores in KPREP.

Closing the Achievement Gap

Burlington Elementary School

Strategy 1:

Instructional Strategies for Reading Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Headsprout, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Grant Funds	Principal; Asst. Principal Instructional Coach ESS Building Coordinator Teachers

Activity - Novice Reduction Monitoring - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	06/01/2017	\$0	No Funding Required	Principal; Asst. Principal RTI Staff Teachers

Strategy 2:

Instructional Strategies for Math Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in extended school services will receive direct instruction along with online support through programs such as: IXL, Moby Max, Compass Odyssey, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Grant Funds	Principal; Asst. Principal ESS Building Coordinator Teachers

Activity - Novice Reduction Monitoring - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in math will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal; Asst. Principal Instructional Coach RTI Staff Teachers

Strategy 3:

Professional Development - Professional Development will provide staff with the instructional skills and strategies necessary to be effective teachers in the reduction of

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Closing the Achievement Gap

Burlington Elementary School

students scoring novice in reading and math.

Category: Professional Learning & Support

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Opportunities (P.D.s and PLCs) will be provided that help building leaders, teachers and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are used in the Education Neuroscience research.	Professional Learning	01/01/2016	06/01/2017	\$0	School Council Funds	Principal; Asst. Principal Instructional Coach FRC Coordinator Title I Teacher Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	Continued training and support/monitoring of implementation of school-wide PBIS. Establish a schedule for re-teaching procedures (clip charts, utilizing Power Point lessons) after long weekends and holiday breaks.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; PBIS Committee
Novice Reduction Monitoring - Math	Students that perform at the Novice level in math will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach RTI Staff Teachers
Novice Reduction Monitoring - Reading	Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal RTI Staff Teachers
Attracting High Quality, Highly Qualified Teachers	The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department to ensure the hiring of high quality and highly qualified applicants.	Recruitment and Retention	07/01/2013	06/30/2017	\$0	Principal SBDM Council Members
Literacy Block	Develop a primary and intermediate literacy block structure utilizing research-based best practices to instruct students at grade level and at their individual learning levels.	Academic Support Program	02/01/2013	06/30/2017	\$0	Curriculum and Instruction Committee; Principal/Asst. Principal
Personalization & Progress Monitoring	Support the RtI/tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic). Students progress is to be monitored to ensure the implementation and effectiveness of such interventions. Continue to refine the use of a "Response to Intervention" model for intervening with struggling students.	Academic Support Program	02/01/2012	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers

Closing the Achievement Gap

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School Readiness and Brigance	Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for K students.	Academic Support Program	07/01/2013	06/30/2017	\$0	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Support Program - INTERVENTIONS	Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal; Title I Staff
Professional Development	Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$2500	Principal/Asst. Principal; Instructional Coach
Assessment; Data Analysis	Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
Total					\$3500	

Closing the Achievement Gap

Burlington Elementary School

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Headsprout, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach ESS Building Coordinator Teachers
Extended School Services	Students in extended school services will receive direct instruction along with online support through programs such as: IXL, Moby Max, Compass Odyssey, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal ESS Building Coordinator Teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Students in Poverty	Professional Learning Opportunities (P.D.s and PLCs) will be provided that help building leaders, teachers and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are used in the Education Neuroscience research.	Professional Learning	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach FRC Coordinator Title I Teacher Teachers

Closing the Achievement Gap

Burlington Elementary School

Professional Learning - SCIENCE STANDARDS	Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, CINSAM and other professional organizations at various grades and transition points for successful implementation and incorporation of STEM principles. The school will participate in Science Leadership Framework in the development of a district-wide Scope and Sequence as well as exemplar units.	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Teacher representative on District Advisory Science Team Primary and Intermediate representative s on District Science Leadership Team STEM Lab Facilitator
Kindergarten Transition Meetings / Vertical Planning	Preschool and Kindergarten Teachers will participate in transition meetings for students leaving the preschool program and entering kindergarten. Preschool and Kindergarten Teachers will participate in vertical planning (ELA and Math) to align curriculum to decrease gaps.	Academic Support Program	12/01/2014	06/30/2017	\$800	Principal Instructional Coach Preschool Teachers Kindergarten Teachers
Process for Program Review	Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are reviewed, feedback is given throughout the process, and improvements are made in the implementation of primary, writing, vocational/career studies and arts and humanities a minimum of once per quarter.	Academic Support Program	07/01/2013	06/30/2017	\$5400	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers
Curriculum and Assessment Alignment	Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS (including Science and Social Studies timelines), Quality Core and College Readiness Standards and secure SBDM support through embedded differentiated Professional Development. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1) analyze and evaluate thinking with multiple points of view to improve thinking, 2) identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought, 3) work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff Understanding By Design Pilot Team (grade level representative s)

Closing the Achievement Gap

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Professional Development	Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$4400	Principal/Asst. Principal; Instructional Coach
Assessment; Data Analysis	Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
Professional Learning Communities	Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff
Total					\$11600	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Instruction - Special Ed.	Special Education Teachers will utilize a research based instructional program for teaching reading and math to the students on their caseload.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal; Special Education Staff
Progress Monitoring - Special Ed.	Special education teachers will continue to utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2017	\$0	Special Education Staff; Principal

Closing the Achievement Gap

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Data Analysis; PBIS	The STAR (Student Teacher Assistance Referral) Team will use Infinite Campus data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze behavior data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	PBIS Committee Principal/Asst. Principal
ASSESSMENT - STAR and COMPASS	Support of the utilization of STAR Reading, STAR Early Literacy, STAR Math and COMPASS as a tool to enhance student learning (through the learning paths created through STAR assessments for COMPASS), teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	12/01/2014	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach Teachers
Parent Involvement	Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement evening activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade).	Parent Involvement	02/01/2013	06/30/2017	\$0	FRC Coordinator; Title I Teacher; Teacher Committee
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Closing Achievement Gap	Staff will participate in a Poverty Study to identify needs, strategies and supports for students in gap group populations.	Professional Learning	01/04/2016	06/30/2017	\$0	Principal/Asst. Principal Instructional Coach FRC Coordinator Title I Teacher
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Teachers
Total					\$0	