



# **Closing the Achievement Gap**

Erpenbeck 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
- Hispanic
- Native American
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- Asian

## **Achievement Gap Summary**

### **Describe the school's climate and culture.**

Erpenbeck Elementary has 675 total students with about 65 staff members. Erpenbeck Elementary is a PBIS school. We have developed a common language among all staff members emphasizing positive reinforcement, review, and reteaching of student expectations as needed. We have what we call "Mustang Pride." Mustang Pride defines our 3 main expectations of Be Respectful, Be Responsible, and Be Safe. Our students earn E-Cards as a classroom community and we visually showcase our E-card rewards outside of our classroom doors. Everyone at Erpenbeck has pride in our school. This is also evidenced by our use of the Clip-Up chart where students can clip up or down a chart with the goal of clipping off the chart and onto the principal. Students love to clip onto one of the principals and hear their name announced on the afternoon announcements each day. We embed these lifeskills into our daily lessons and work to ensure that our students understand work ethic, how to challenge themselves, accountability of their own learning, and how to work respectfully with others. This is at the core of our beliefs as a school community. As a staff, we know that PBIS provides the foundation that we established. Our hope is that every student in our school will have a leadership opportunity at some point throughout the year. We value one another as adults. We embrace the fact that our office staff, custodial staff, cafeteria staff, bus drivers, teachers, instructional assistants, administrative staff, and support staff are all equally important to the success of our students. Our teachers and staff work collaboratively in weekly PLC meetings. We believe in the work hard and play hard philosophy. As a staff, we laugh together and enjoy one another as a family. We work everyday to make a difference for our children. This is the culture and climate you experience at Erpenbeck Elementary

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

Erpenbeck Elementary implemented many strategies to help close the achievement gap. Each student in the Free/Reduced lunch program who were identified as being part of the gap group received a teacher/staff advocate to monitor academic progress through the Check-In/Check-Out or Name and Claim process. Teachers and staff became student advocates and worked individually to monitor and mentor these students throughout the year. Our special education staff implemented specific math programs and interventions to target math deficits including, Accelerated Math, Do the Math, Power of 10, Rhymes and Times, and Compass Odyssey Paths. Teachers met frequently to evaluate effective programs and conducted research to ensure that the program implemented met each individual child's specific need. Additionally, in reading, special education and regular education teachers implemented programs such as Fast Forward, Headsprout, Reading Assistant, Corrective Reading Orton-Gillingham, Lexia Core 5 and the use of leveled readers to aid in individualizing instruction. We are also considering using Lexia Core 5 as a progress monitoring tool instead of STAR for our under performing students. In working with district administration, we think we can get more detailed data to help us make more effective decisions for students using this product. Teachers also continue to study best instructional practices and instructional pedagogy based on current research. Teachers in K-5 also implemented a new reading curriculum, Benchmark Literacy, which was adopted by our district as a way for teachers to support one another across the district. We are also in our first year of our SBDM approved new Math curriculum known as Everyday Math 4. Teachers are collaborating, working with the Instructional Coach, and are working hard to implement a new program with no timeline gaps. In addition, our teachers studied and implemented Project Based Learning (PBL) as a way for students to demonstrate their learning in all modalities. Our school also holds several parent and student engagement nights as a partnership with the PTA including Science and Engineering Family Night many other programs to promote the arts, and we implemented a new FACE Team (Families and Community Education) which meets monthly with families who are new to Erpenbeck and/or Boone County.

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

Our teachers and staff had many PLC and faculty meetings to review student progress and determine next steps. As a staff, we need to revisit this and to be sure we use the data to fully implement those next steps effectively. We need to implement a more systematic approach to revisiting these achievement gap students. We have worked collaboratively to revise our master schedule and work with our special education teachers to be integrated into the general classroom more in a collaborative setting. As a staff, we need to continue to review our current programs and resources and use quantitative and qualitative data to determine what works best for our students.

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

Boone County Schools provided support and training for teacher leaders and instructional coaches. The teacher leaders and instructional coach consistently brings this information back to share with all teachers and staff through embedded professional learning. The district supports this work by providing funding for substitute teachers in order for our teacher leaders to come together with colleagues from across the district to work collaboratively together. This work includes a training teachers in Understanding by Design (UbD), Next Generation Science Standards (NGSS), Science Fishbowl CINSAM trainings, IT Grants, and a Science Leadership Academy for teachers. Teachers at Erpenbeck Elementary actively participate in these trainings and lead the teachers in the district regarding this work. Boone County Schools district leadership also supports the work of our schools by training administrators and instructional coaches on data disaggregation, as well as assisting with the identification of next steps for each school. District leadership has devised a 5-Year Strategic Plan (we are now entering year 2 of this) from the hosted community conversations that clearly outlines the future of our district. The district Strategic Plan contains 3 main goals to reach our district vision of College/Career/ and Life Ready students upon graduation from high school for all of our BCS students. The 3 goals are our guide at EES. These include, World Class Education, Student Empowerment, and Resource Optimization. With an intentional focus on these 3 main goals, this drives our professional learning, our planning, and our conversations to allow for a very clear focus for our students.

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

As a school community, we work collaboratively in many ways to ensure that everyone is invested in understanding the purpose of our school CSIP. School leadership invites parents and community members the opportunity to serve on a school committee to support student learning. Our SBDM council policy ensures that every teacher is selected to serve on one or more committees to support our school. These committees meet regularly and report to the SBDM any decisions or results that the committee determines. All of our SBDM meetings are public meetings. Through our monthly faculty meetings, the work of our committees, or teacher leader team, and our teacher PLC meetings, we work collaboratively to enhance student achievement at all times. These conversations center around enhancing student achievement for all students, including those identified in the gap group



## Achievement Gap Diagnostic

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

**Goal 1:**

Achievement Goal: All students at Erpenbeck Elementary will increase their combined reading and math proficient/distinguished scores from 68.6% to 82.6% by June, 2019.

**Measurable Objective 1:**

demonstrate a proficiency of 75.6% proficient/distinguished in combined reading and math by 06/30/2016 as measured by the overall Proficiency Target Score for combined reading and math.

**Strategy1:**

Best Practice Instruction - Teachers will implement Best Practice instructional strategies that include an intentional focus on differentiated instruction and involvement of students in 21st Century skills experiences.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teaching staff will work collaboratively to participate in a data teams process where we analyze student work collectively, determine instructional needs, and monitor and evaluate results after implementation. The focus on this process will allow for relevant data conversations to determine what is working and what may not be working for individual students.	Professional Learning	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teaching Staff, Administrative Team; Team Leaders; Instructional Coach; Curriculum and Instruction committee, Assessment committee, and Professional Development committee

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Activity - High-Performing Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For students performing in the 85% per the STAR Reading and Math Assessment results, challenging lessons and creative learning experiences will be embedded into unit and lesson plans that ensures additional student achievement and growth; opportunities will include STEAM (Science, Technology, Engineering, Art and Math) Lab experiences, use of Junior Great Books and Socratic Seminars, higher-level questioning by teachers throughout instruction, Challenge Math, etc. Training will be provided for staff in the specific programs/strategies to be implemented. Additionally students are leveled out during Core Extension time with like peers in order to allow EVERY student the opportunity to grow at their level. Students who are identified via the GT/GSSP process in the area of Leadership will participate in a Leadership Club sponsored by Boone County Extension Office and will work with teachers in the Boys and Girls of EES to serve as ambassadors of our school, where they receive bi-weekly or monthly meetings/trainings on enhancing leadership skills. Students who are in 4th and 5th grades who are identified as GT in any content area will be invited to serve on our Coding and 3D Printing Club as a way to differentiate and extend their learning opportunities.	Academic Support Program	08/04/2014	06/24/2016	\$1200 - School Council Funds	Classroom Teachers; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Development Committee; Team Leaders; Gifted-Talented Coordinator, Teacher Leaders

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a staff, we will work in PLC's to truly evaluate student growth in both Reading and Math using STAR. We will use these PLC's to discuss growth or lack of growth, interventions, strategies, and resources that were found effective or not effective, and will ultimately revise instruction and student placement based on both quantitative and qualitative data.	Professional Learning	08/04/2014	06/30/2016	\$3000 - School Council Funds	Administrative Team; Committee Chairpersons; Team leaders; Instructional Coach; Teacher Content Leaders, Teaching Teams

Activity - PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will continue to develop, implement, and refine units and plans surrounding the BIE Gold Standard PBL model, focusing on Passion, Problem, or Project based learning as a way for our students to be engaged in solving real-world problems through authentic experiences.	Direct Instruction	08/18/2014	06/30/2016	\$2000 - General Fund \$0 - School Council Funds	Team Leaders; Administrative Team; Instructional Coach; Teacher Content Leaders; Curriculum & Instruction Committee; Professional Development Committee; Textbook Committee

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Activity - Science- NGSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For SCIENCE our teachers will continue to develop strategies as they implement the NGSS (Next Generation Science Standards) and partner with our STEAM lab teacher to ensure effective planning and lesson implementation. Our STEAM lab schedule will be structured to allow classroom teachers to come in and co-teach with our STEAM teacher as a way to deepen understanding of these 21st century skills and continue these lessons in the general ed setting.	Direct Instruction	08/04/2014	06/30/2016	\$2000 - Other	Team Leaders; Teacher Leaders who are apart of district-wide NGSS and Science Fishbowl training; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Growth Committee; Textbook Committee

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For MATH, Math in Focus program will be implemented and supplemented to ensure complete targeting of all academic common core standards for math in grades K-3. 4th and 5th grades will pilot a program titled Eureka Math. All teachers will continue to review conceptual math processes that will be shared by teacher leaders with staff; a focus on bar modeling, One to One math instruction, number sense with ten frames. This work will be done at PLC meetings, Erpenbeck Academy sessions, faculty meetings, and other PD opportunities for teachers. As a staff, we will gather data on what we want to ensure is effective as we look to purchase a new math curriculum in 2016-17.	Academic Support Program	08/04/2014	06/30/2016	\$12000 - School Council Funds	Team Leaders; Administrative Team; Instructional Coach; Curriculum & Instruction committee; Professional Growth committee; Textbook Committee; Teacher Content Leaders

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a staff, we will evaluate our RTI programming and look at our scheduled core extension time to ensure that all programming is effective for every student. Additionally, we will analyze student data and make instructional recommendations for students throughout the year as a way to ensure that every student is getting what he/she needs everyday to be most successful.	Direct Instruction	08/17/2015	06/30/2016	\$2000 - School Council Funds	Administrative Staff, Team Leaders, Instructional Coach, RTI Coordinator, Assessment Committee, Curriculum & Instruction Committee, Professional Development Committee

Activity - Literacy Studio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will continue to be trained and work in PLC's to ensure that we are instilling a balanced literacy program that includes reading, writing, phonics (word work), self-selected reading, vocabulary development. Students need opportunities to participate in CLOSE reading activities to coach them to become proficient and independent readers. By working collaboratively to study the Daily 5 and research best practice strategies, all the while analyzing student progress, we will ensure that we have an engaging and effective Literacy Studio model for all students.	Academic Support Program	08/04/2014	06/30/2016	\$500 - School Council Funds	Administrative Team; Team Leaders; Curriculum & Instructional committee; Professional Development committee; Instructional Coach; Teacher Content Leaders

### Strategy2:

Embedded Formative Assessment - Through our PLC grade level conversations, and work with our instructional coach, we will continue to

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improve the many ways to formatively assess and check for student understanding in all content areas.

Category: Continuous Improvement

Research Cited:

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 21st century skills of communication, collaboration, creativity, and critical thinking into daily lessons to benefit student learning. This is evidenced by teacher lesson plans, rigorous classroom instruction, and student engagement in cognitively challenging tasks. Our school will engage in a school-wide Project Based Learning (PBL) experience where ALL students have a hand in building our school theme for the year of ... building the community of tomorrow using 21st skills today."	Academic Support Program	08/18/2014	06/30/2016	\$500 - School Council Funds	Admin. Team, Team Leaders, Instructional Coach, Teacher Leaders, Curriculum and Instruction committee, Professional Development committee, Assessment committee

Activity - Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between school and home will be ongoing through parent/teacher conferences, phone calls, emails, communication in agenda books, newsletters, school website, Remind 101, electronic school-wide newsletter, and other technological resources such as Facebook and Twitter to ensure clear communication lines between home and school. Our school will also begin a FACE Team (Families and Community Education) that will host meetings bi-monthly to ensure that we have the opportunity to welcome new families and provide them with information pertinent to our school and our community.	Parent Involvement	08/04/2014	06/30/2016	\$1500 - General Fund \$1500 - General Fund \$3700 - School Council Funds	Classroom/Resource Teachers; Administrative Team; Media Specialist; Technology Committee/Team; School Technology Coordinator; District Office Public Relations Coordinator

Activity - Embedded Professional Learning - EES Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will continue to be trained in Best Practice instructional strategies and school-wide curriculum areas as correlated to the Common Core Standards; funds for additional curricular resources will be budgeted for student growth. As a way to develop effective teacher leaders, we will host a bi-monthly training called an Erpenbeck Academy where teachers who have a strategy or professional development on any topic can share with other staff members. We advertise this to teachers and teachers receive flex credit for leading and/or attending.	Academic Support Program	08/18/2014	06/30/2016	\$12000 - School Council Funds	Administrative Team; Instructional Coach; Team Leaders, District Office support, Teachers

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology resources will be upgraded to ensure student access to learning resources and the enhancement of student learning. Resources include: an updated and efficient infrastructure to support Bring Your Own Technology (BYOT) Policy, student devices of chromebooks to help grow towards our 1-1 initiative. Additionally, we plan to try to purchase more teacher devices and instructional devices such as document cameras as well.	Technology	08/04/2014	06/01/2016	\$35000 - Other	All staff members, Administrative Team; Technology Committee; School Technology Coordinator; District Office Technology Coordinator; Team Leaders, PTA

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will involve the school community and local surrounding community as partners in the academic support of our students' learning as evidenced by inviting in guest speakers, partnering with local businesses through projects, STEAM lab, and other parent/community engagement, partnering with the Boone County Public Library for Practical Living standards focus, Junior Achievement program through parent volunteers, collaboration with our Governor's Commonwealth Institute for Parent Leadership representative to strengthen collaboration between school and the business community and through collaboration with our PTA and surrounding local businesses.	Academic Support Program	08/17/2015	06/30/2016	\$500 - Other	Team Leaders; Administrative Staff; Instructional Coach; BEST committee

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be proactive in communicating to the school community the kindergarten readiness standards and involve parents of pre-school aged children in readiness learning activities for their children, i.e. kindergarten registration event, school-wide calls, website updates, invitations to use Internet-based readiness programs; each incoming kindergarten student will participate in the Brigance Assessment as a way to provide relevant data on the strengths and next steps for incoming kindergarten students. We will also host a Kindergarten Readiness Camp over the summer for incoming kindergarten students and their parents to create a welcome opportunity for these families.	Academic Support Program	08/17/2015	06/30/2016	\$200 - School Council Funds \$500 - School Council Funds	Team Leaders; Kindergarten Team; Administrative Team; Instructional Coach

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-structuring of committees to allow ALL teachers to be active participants in the Program Review process, rubrics, and data collection. Staff will look at Program Review rubrics and rationales and will refine yearly in order to determine next steps.	Academic Support Program	08/17/2015	06/30/2016	\$500 - School Council Funds	Program Review Team; Team Leaders; Curriculum & Instruction Committee

### Goal 2:

Novice Reduction Goal: We will decrease the number of students scoring novice for combined reading and math from 27 students to 14

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students by the year 2020.

### Measurable Objective 1:

A total of 3 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 a reduction in novice in Reading by 06/30/2016 as measured by KPREP assessment.

### Strategy1:

Extended School Services - Students identified as performing in the novice level or in the bottom 20% per our formative STAR assessment in READING will receive an offer of extended school services that would include direct instruction using interventions such as Compass Odyssey, Headsprout Comprehension, Moby Max, Fastt Math, Fast ForWord, Reading Assistant, LEGO Education math and/or writing, and direct teacher instruction. These services will be offered before and after school 3 days a week.

Category: Continuous Improvement

Research Cited:

Activity - Rockin' Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling in novice on KPREP for Reading and those students who fell in the bottom 20% on STAR benchmark formative assessment will be offered opportunities to attend tutoring before or after school 3 days a week.	Tutoring	11/02/2015	01/04/2016	\$6000 - District Funding \$3000 - District Funding	Administrative staff, ESS coordinator, ESS tutors

### Strategy2:

Math Novice Reduction - Students who scored novice on KPREP and/or scored in the bottom 20% of grade level in Math on our STAR assessment will receive an offer to participate in before or after school tutoring services 3 days a week. They will participate in various specific interventions including Moby Max, Power of 10, Compass Odyssey, direct teacher instruction, etc.

Category: Continuous Improvement

Research Cited:

Activity - Math Maniacs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice on KPREP Math and/or students who fell in the bottom 20% on STAR Math will be invited to attend math tutoring sessions 3 days a week either before or after school.	Tutoring	11/02/2015	01/04/2016	\$3000 - District Funding	Administrative Staff, ESS Coordinator, ESS tutors

### Goal 3:

Gap Goal: All students who have an achievement gap will demonstrate academic growth towards proficiency in combined reading and math: nonduplicated gap group from 49.7 to 72.1

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### Measurable Objective 1:

21% 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 demonstrate a proficiency of 60.9% PD as measured by overall achievement gap scores in Reading by 06/30/2016 as measured by KPREP assessment.

### Strategy1:

Instructional Strategies and Monitoring - Teachers will continue training in research based best practice instructional strategies. The STAR Reading and Math and formative assessments will be administered regularly to monitor growth. New Benchmark Literacy district common assessments will also be used to monitor growth.

Category: Continuous Improvement

Research Cited:

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development of our world language program through incorporating language and culture into the regular classroom. Through the additional world language allocation, weekly language instruction will be brought into the regular classroom, in addition to the World Language class rotation. The World Language Committee will provide professional development and guidance through this implementation process. We will continue with a language focus weekly and our cultural fair in the spring.	Academic Support Program	11/02/2015	06/30/2016	\$1000 - School Council Funds	Administrative Staff, Instructional Coach, Team Leaders, Teacher Leaders, World Language Committee,

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of preassessments, formative assessments, and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers for flexible grouping (such as flexible core extension groups) based on student needs and weekly/biweekly assessments to monitor progress.	Academic Support Program	08/24/2015	06/30/2016	\$0 - No Funding Required	Administrative staff, Instructional Coach, Team Leaders, All Teachers and Staff

### Strategy2:

ALL students will be successful - All staff will be given the opportunity to mentor or work with students who we have identified as being in our GAP group due to either academic concerns or any other concern or issue.

Category: Continuous Improvement

Research Cited:

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Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any staff member who is willing to accept a student who needs mentoring, academic support, or other needs will be assigned a student who has been identified as needing help and support. The mentor will work with administrative, guidance counselors, and teachers to develop a schedule and implement a plan unique to that child's needs.	Academic Support Program	12/07/2015	05/27/2016	\$500 - School Council Funds	Administrative Staff, Counselors, Teachers, any staff member who is willing to mentor a child

### Strategy3:

Best Practice- Training - Family engagement Opportunities

Category: Career Readiness Pathways

Research Cited:

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide opportunities for family engagement and leadership at various times throughout the school year. Schedule these special family engagement nights periodically throughout the school year.	Parent Involvement	08/17/2015	06/30/2016	\$1000 - School Council Funds	Administrative Staff, Counselors, Team Leaders, Instructional Coach, Teacher Leaders

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to be actively reviewing, reinforcing, and revisiting our PBIS policies, plans, and procedures. Work as a team to ensure that it is being implemented effectively and look to make revisions as needed.	Behavioral Support Program	08/18/2014	06/30/2016	\$2000 - General Fund	Administrative Staff, Instructional Coach, Guidance Counselors, PBIS Committee, Team Leaders

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

The plan will be monitored by the leadership team, team leaders, and SBDM council. These groups will meet regularly and ensure that all strategies and activities described in the plan are met.

**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:

Achievement Goal: All students at Erpenbeck Elementary will increase their combined reading and math proficient/distinguished scores from 68.6% to 82.6% by June, 2019.

### Measurable Objective 1:



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demonstrate a proficiency of 75.6% proficient/distinguished in combined reading and math by 06/30/2016 as measured by the overall Proficiency Target Score for combined reading and math.

### Strategy1:

Best Practice Instruction - Teachers will implement Best Practice instructional strategies that include an intentional focus on differentiated instruction and involvement of students in 21st Century skills experiences.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a staff, we will work in PLC's to truly evaluate student growth in both Reading and Math using STAR. We will use these PLC's to discuss growth or lack of growth, interventions, strategies, and resources that were found effective or not effective, and will ultimately revise instruction and student placement based on both quantitative and qualitative data.	Professional Learning	08/04/2014	06/30/2016	\$3000 - School Council Funds	Administrative Team; Committee Chairpersons; Team leaders; Instructional Coach; Teacher Content Leaders, Teaching Teams

Activity - Science- NGSS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For SCIENCE our teachers will continue to develop strategies as they implement the NGSS (Next Generation Science Standards) and partner with our STEAM lab teacher to ensure effective planning and lesson implementation. Our STEAM lab schedule will be structured to allow classroom teachers to come in and co-teach with our STEAM teacher as a way to deepen understanding of these 21st century skills and continue these lessons in the general ed setting.	Direct Instruction	08/04/2014	06/30/2016	\$2000 - Other	Team Leaders; Teacher Leaders who are apart of district-wide NGSS and Science Fishbowl training; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Growth Committee; Textbook Committee

Activity - Personalized Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a staff, we will evaluate our RTI programming and look at our scheduled core extension time to ensure that all programming is effective for every student. Additionally, we will analyze student data and make instructional recommendations for students throughout the year as a way to ensure that every student is getting what he/she needs everyday to be most successful.	Direct Instruction	08/17/2015	06/30/2016	\$2000 - School Council Funds	Administrative Staff, Team Leaders, Instructional Coach, RTI Coordinator, Assessment Committee, Curriculum & Instruction Committee, Professional Development Committee

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Activity - Literacy Studio	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will continue to be trained and work in PLC's to ensure that we are instilling a balanced literacy program that includes reading, writing, phonics (word work), self-selected reading, vocabulary development. Students need opportunities to participate in CLOSE reading activities to coach them to become proficient and independent readers. By working collaboratively to study the Daily 5 and research best practice strategies, all the while analyzing student progress, we will ensure that we have an engaging and effective Literacy Studio model for all students.	Academic Support Program	08/04/2014	06/30/2016	\$500 - School Council Funds	Administrative Team; Team Leaders; Curriculum & Instructional committee; Professional Development committee; Instructional Coach; Teacher Content Leaders

Activity - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For MATH, Math in Focus program will be implemented and supplemented to ensure complete targeting of all academic common core standards for math in grades K-3. 4th and 5th grades will pilot a program titled Eureka Math. All teachers will continue to review conceptual math processes that will be shared by teacher leaders with staff; a focus on bar modeling, One to One math instruction, number sense with ten frames. This work will be done at PLC meetings, Erpenbeck Academy sessions, faculty meetings, and other PD opportunities for teachers. As a staff, we will gather data on what we want to ensure is effective as we look to purchase a new math curriculum in 2016-17.	Academic Support Program	08/04/2014	06/30/2016	\$12000 - School Council Funds	Team Leaders; Administrative Team; Instructional Coach; Curriculum & Instruction committee; Professional Growth committee; Textbook Committee; Teacher Content Leaders

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC meetings, teaching staff will work collaboratively to participate in a data teams process where we analyze student work collectively, determine instructional needs, and monitor and evaluate results after implementation. The focus on this process will allow for relevant data conversations to determine what is working and what may not be working for individual students.	Professional Learning	08/04/2014	06/30/2016	\$0 - No Funding Required	All Teaching Staff, Administrative Team; Team Leaders; Instructional Coach; Curriculum and Instruction committee, Assessment committee, and Professional Development committee

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For WRITING, the schoolwide writing policy and plan will be refined by our SBDM and will be shared for full staff implementation to ensure students are writing at a proficient and distinguished level; professional development in the use of Writer's Workshop, Writing Power, 6-Trait Writing, as well as implementation and development of writing rubrics. Writing will be provided for staff; a focus on Literacy Studios will be led by our Instructional Coach and teacher leaders. We also have 20 students who are participating in a before school Writing Club where they focus on author's craft and participate in various types of writing for different purposes and audiences.	Academic Support Program	08/04/2014	06/30/2015	\$1500 - School Council Funds	Curriculum & Instructional Practices Committee; Program Review Team; Professional Development Committee; Textbook Committee; Administrative Team; Instructional Coach; Teacher Content Leaders

## Closing the Achievement Gap

Erpenbeck Elementary School

Activity - PBL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will continue to develop, implement, and refine units and plans surrounding the BIE Gold Standard PBL model, focusing on Passion, Problem, or Project based learning as a way for our students to be engaged in solving real-world problems through authentic experiences.	Direct Instruction	08/18/2014	06/30/2016	\$0 - School Council Funds \$2000 - General Fund	Team Leaders; Administrative Team; Instructional Coach; Teacher Content Leaders; Curriculum & Instruction Committee; Professional Development Committee; Textbook Committee

Activity - High-Performing Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For students performing in the 85% per the STAR Reading and Math Assessment results, challenging lessons and creative learning experiences will be embedded into unit and lesson plans that ensures additional student achievement and growth; opportunities will include STEAM (Science, Technology, Engineering, Art and Math) Lab experiences, use of Junior Great Books and Socratic Seminars, higher-level questioning by teachers throughout instruction, Challenge Math, etc. Training will be provided for staff in the specific programs/strategies to be implemented. Additionally students are leveled out during Core Extension time with like peers in order to allow EVERY student the opportunity to grow at their level. Students who are identified via the GT/GSSP process in the area of Leadership will participate in a Leadership Club sponsored by Boone County Extension Office and will work with teachers in the Boys and Girls of EES to serve as ambassadors of our school, where they receive bi-weekly or monthly meetings/trainings on enhancing leadership skills. Students who are in 4th and 5th grades who are identified as GT in any content area will be invited to serve on our Coding and 3D Printing Club as a way to differentiate and extend their learning opportunities.	Academic Support Program	08/04/2014	06/24/2016	\$1200 - School Council Funds	Classroom Teachers; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Development Committee; Team Leaders; Gifted-Talented Coordinator, Teacher Leaders

### Strategy2:

Embedded Formative Assessment - Through our PLC grade level conversations, and work with our instructional coach, we will continue to improve the many ways to formatively assess and check for student understanding in all content areas.

Category: Continuous Improvement

Research Cited:

## Closing the Achievement Gap

Erpenbeck Elementary School

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be proactive in communicating to the school community the kindergarten readiness standards and involve parents of pre-school aged children in readiness learning activities for their children, i.e. kindergarten registration event, school-wide calls, website updates, invitations to use Internet-based readiness programs; each incoming kindergarten student will participate in the Brigance Assessment as a way to provide relevant data on the strengths and next steps for incoming kindergarten students. We will also host a Kindergarten Readiness Camp over the summer for incoming kindergarten students and their parents to create a welcome opportunity for these families.	Academic Support Program	08/17/2015	06/30/2016	\$200 - School Council Funds \$500 - School Council Funds	Team Leaders; Kindergarten Team; Administrative Team; Instructional Coach

Activity - Program Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Re-structuring of committees to allow ALL teachers to be active participants in the Program Review process, rubrics, and data collection. Staff will look at Program Review rubrics and rationales and will refine yearly in order to determine next steps.	Academic Support Program	08/17/2015	06/30/2016	\$500 - School Council Funds	Program Review Team; Team Leaders; Curriculum & Instruction Committee

Activity - Embedded Professional Learning - EES Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff will continue to be trained in Best Practice instructional strategies and school-wide curriculum areas as correlated to the Common Core Standards; funds for additional curricular resources will be budgeted for student growth. As a way to develop effective teacher leaders, we will host a bi-monthly training called an Erpenbeck Academy where teachers who have a strategy or professional development on any topic can share with other staff members. We advertise this to teachers and teachers receive flex credit for leading and/or attending.	Academic Support Program	08/18/2014	06/30/2016	\$12000 - School Council Funds	Administrative Team; Instructional Coach; Team Leaders, District Office support, Teachers

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will involve the school community and local surrounding community as partners in the academic support of our students' learning as evidenced by inviting in guest speakers, partnering with local businesses through projects, STEAM lab, and other parent/community engagement, partnering with the Boone County Public Library for Practical Living standards focus, Junior Achievement program through parent volunteers, collaboration with our Governor's Commonwealth Institute for Parent Leadership representative to strengthen collaboration between school and the business community and through collaboration with our PTA and surrounding local businesses.	Academic Support Program	08/17/2015	06/30/2016	\$500 - Other	Team Leaders; Administrative Staff; Instructional Coach; BEST committee

## Closing the Achievement Gap

Erpenbeck Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology resources will be upgraded to ensure student access to learning resources and the enhancement of student learning. Resources include: an updated and efficient infrastructure to support Bring Your Own Technology (BYOT) Policy, student devices of chromebooks to help grow towards our 1-1 initiative. Additionally, we plan to try to purchase more teacher devices and instructional devices such as document cameras as well.	Technology	08/04/2014	06/01/2016	\$35000 - Other	All staff members, Administrative Team; Technology Committee; School Technology Coordinator; District Office Technology Coordinator; Team Leaders, PTA

Activity - Communication Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Communication between school and home will be ongoing through parent/teacher conferences, phone calls, emails, communication in agenda books, newsletters, school website, Remind 101, electronic school-wide newsletter, and other technological resources such as Facebook and Twitter to ensure clear communication lines between home and school. Our school will also begin a FACE Team (Families and Community Education) that will host meetings bi-monthly to ensure that we have the opportunity to welcome new families and provide them with information pertinent to our school and our community.	Parent Involvement	08/04/2014	06/30/2016	\$1500 - General Fund \$1500 - General Fund \$3700 - School Council Funds	Classroom/Resource Teachers; Administrative Team; Media Specialist; Technology Committee/Team; School Technology Coordinator; District Office Public Relations Coordinator

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement 21st century skills of communication, collaboration, creativity, and critical thinking into daily lessons to benefit student learning. This is evidenced by teacher lesson plans, rigorous classroom instruction, and student engagement in cognitively challenging tasks. Our school will engage in a school-wide Project Based Learning (PBL) experience where ALL students have a hand in building our school theme for the year of ... building the community of tomorrow using 21st skills today."	Academic Support Program	08/18/2014	06/30/2016	\$500 - School Council Funds	Admin. Team, Team Leaders, Instructional Coach, Teacher Leaders, Curriculum and Instruction committee, Professional Development committee, Assessment committee

### Goal 2:

Gap Goal: All students who have an achievement gap will demonstrate academic growth towards proficiency in combined reading and math: non duplicated 57.7% to 73.6% by 6-30-17

### Measurable Objective 1:

A 60% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency from 69.4% to 73.2% in Mathematics by 06/30/2015 as measured by the K-PREP Achievement Gap Delivery Target.

### Strategy1:

Gap group - Each student in our Student with Disabilities Gap Group for math will have a teacher/staff advocate that monitors progress and SY 2016-2017

## Closing the Achievement Gap

Erpenbeck Elementary School

implements interventions and/or modifications for student progress.

Category: Continuous Improvement

Research Cited:

Activity - Special Education and Collab Teacher PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Special Education Team, Collaborative Classroom Teachers, Instructional Coach, and Administration will meet as a PLC to discuss individual student progress using data from our STAR assessment tool.	Academic Support Program	08/05/2013	06/30/2015	\$3000 - School Council Funds	Special Education Team; Collaborative Classroom Teachers; Student Needs Committee; Professional Growth Committee; Administrative Team; Instructional Coach

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education staff will implement specific math programs and interventions/modifications that ensure student progress per IEP goals and monitor progress daily; Math interventions may include: Math in Focus Reteach, Power of 10, Accelerated Math, Rhymes and Times, Compass Odyssey Math Paths, etc.	Academic Support Program	08/05/2013	06/30/2015	\$800 - District Funding	Special Education Team; Administrative Team; Student Support Team; Professional Growth Committee; Instructional Coach; Collaborative Classroom Teachers

### Goal 3:

Effective Teachers and Leaders: Increase the percent of effective teachers and leaders

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/15/2015 as measured by the Teacher and Principal Evaluation System.

### Strategy1:

TPGES: SGG and PGP - Support teachers as they analyze multiple measures of student data to develop Student Growth Goals and Professional Growth Goals as determined by looking at both qualitative and quantitative data. Assist teachers in their understanding of how and why these goals are important and how to monitor these goals throughout the year.

Category: Continuous Improvement

Research Cited:

Activity - Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal, assistant principal, instructional coach, and district office staff will assist teachers in enhancing their professional learning. This will be done by carving out time per the master schedule to allow for bi-weekly PLC meetings with administration, and weekly PLC meetings with teaching teams.	Professional Learning	08/04/2014	06/30/2015	\$0 - Title II Part A	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff

### Strategy2:

Building Capacity for Full Implementation 2014-15 - As part of the PGES Pilot Program, the full implementation of the KY Teacher  
SY 2016-2017

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## Closing the Achievement Gap

Erpenbeck Elementary School

Effectiveness Evaluation System will begin through scaling up of the pilot program.

Category: Teacher PGES

Research Cited: Danielson Framework; METS Project

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2014-15 school year, the principal, assistant principal and full teaching staff will participate in the implementation of the Kentucky Teacher Professional Growth and Evaluation System. Principal and assistant principal will assist teachers in their understanding of and implication of using research-based instructional strategies to assist in the teaching and learning process.	Professional Learning	08/04/2014	06/30/2015	\$0 - School Council Funds	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff, District Office Learning Support Services Department of Education

### Strategy3:

Kentucky Teacher Effectiveness Framework - The Kentucky Effectiveness Framework will be implemented by principal, assistant principal and all teaching staff as an implementation year.

Category: Teacher PGES

Research Cited: Danielson Framework

Activity - TPGES: Rubric	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and Assistant Principal will utilize the Charlotte Danielson TPGES Rubric with teachers and will work with teachers to develop an understanding of the rubric and what is required to meet proficiency on the rubric. Continuing individual conversations and PLC meetings will be held to discuss how this rubric impacts student learning.	Professional Learning	08/04/2014	06/30/2015	\$100 - Title II Part A	Principal, Assistant Principal, Instructional Coach, All Teaching Staff, District Office Learning Support Services Department

### Goal 4:

Novice Reduction Goal: We will decrease the number of students scoring novice for combined reading and math from 27 students to 14 students by the year 2020.

### Measurable Objective 1:

A total of 3 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 a reduction in novice in Reading by 06/30/2016 as measured by KPREP assessment.

### Strategy1:

Math Novice Reduction - Students who scored novice on KPREP and/or scored in the bottom 20% of grade level in Math on our STAR assessment will receive an offer to participate in before or after school tutoring services 3 days a week. They will participate in various specific interventions including Moby Max, Power of 10, Compass Odyssey, direct teacher instruction, etc.

## Closing the Achievement Gap

Erpenbeck Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Math Maniacs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who scored novice on KPREP Math and/or students who fell in the bottom 20% on STAR Math will be invited to attend math tutoring sessions 3 days a week either before or after school.	Tutoring	11/02/2015	01/04/2016	\$3000 - District Funding	Administrative Staff, ESS Coordinator, ESS tutors

### Strategy2:

Extended School Services - Students identified as performing in the novice level or in the bottom 20% per our formative STAR assessment in READING will receive an offer of extended school services that would include direct instruction using interventions such as Compass Odyssey, Headsprout Comprehension, Moby Max, Fastt Math, Fast ForWord, Reading Assistant, LEGO Education math and/or writing, and direct teacher instruction. These services will be offered before and after school 3 days a week.

Category: Continuous Improvement

Research Cited:

Activity - Rockin' Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students falling in novice on KPREP for Reading and those students who fell in the bottom 20% on STAR benchmark formative assessment will be offered opportunities to attend tutoring before or after school 3 days a week.	Tutoring	11/02/2015	01/04/2016	\$3000 - District Funding \$6000 - District Funding	Administrative staff, ESS coordinator, ESS tutors

### Goal 5:

Gap Goal: All students who have an achievement gap will demonstrate academic growth towards proficiency in combined reading and math: nonduplicated gap group from 49.7 to 72.1

### Measurable Objective 1:

21% 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 demonstrate a proficiency of 60.9% PD as measured by overall achievement gap scores in Reading by 06/30/2016 as measured by KPREP assessment.

### Strategy1:

Instructional Strategies and Monitoring - Teachers will continue training in research based best practice instructional strategies. The STAR Reading and Math and formative assessments will be administered regularly to monitor growth. New Benchmark Literacy district common assessments will also be used to monitor growth.

Category: Continuous Improvement

Research Cited:



## Closing the Achievement Gap

Erpenbeck Elementary School

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of preassessments, formative assessments, and common assessments to plan for personalized instruction for students who have not achieved content mastery and for under performing students. Personalization requires collaboration among teachers for flexible grouping (such as flexible core extension groups) based on student needs and weekly/biweekly assessments to monitor progress.	Academic Support Program	08/24/2015	06/30/2016	\$0 - No Funding Required	Administrative staff, Instructional Coach, Team Leaders, All Teachers and Staff

Activity - World Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development of our world language program through incorporating language and culture into the regular classroom. Through the additional world language allocation, weekly language instruction will be brought into the regular classroom, in addition to the World Language class rotation. The World Language Committee will provide professional development and guidance through this implementation process. We will continue with a language focus weekly and our cultural fair in the spring.	Academic Support Program	11/02/2015	06/30/2016	\$1000 - School Council Funds	Administrative Staff, Instructional Coach, Team Leaders, Teacher Leaders, World Language Committee,

### Strategy2:

Best Practice- Training - Family engagement Opportunities

Category: Career Readiness Pathways

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to be actively reviewing, reinforcing, and revisiting our PBIS policies, plans, and procedures. Work as a team to ensure that it is being implemented effectively and look to make revisions as needed.	Behavioral Support Program	08/18/2014	06/30/2016	\$2000 - General Fund	Administrative Staff, Instructional Coach, Guidance Counselors, PBIS Committee, Team Leaders

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide opportunities for family engagement and leadership at various times throughout the school year. Schedule these special family engagement nights periodically throughout the school year.	Parent Involvement	08/17/2015	06/30/2016	\$1000 - School Council Funds	Administrative Staff, Counselors, Team Leaders, Instructional Coach, Teacher Leaders

### Strategy3:

ALL students will be successful - All staff will be given the opportunity to mentor or work with students who we have identified as being in our GAP group due to either academic concerns or any other concern or issue.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Any staff member who is willing to accept a student who needs mentoring, academic support, or other needs will be assigned a student who has been identified as needing help and support. The mentor will work with administrative, guidance counselors, and teachers to develop a schedule and implement a plan unique to that child's needs.	Academic Support Program	12/07/2015	05/27/2016	\$500 - School Council Funds	Administrative Staff, Counselors, Teachers, any staff member who is willing to mentor a child

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

As a school, we will work to remove the barriers that prevented our school from closing the Achievement Gap by reviewing individual student data in PLC meetings, discussing next steps and best practice strategies, adding a peer observer program to allow teachers another opportunity for peer feedback, and continuing to partner with our Special Ed and ELL teams to ensure positive growth for our Gap students.

## **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

# **Plan for Closing the Achievement Gap**

# Overview

**Plan Name**

Plan for Closing the Achievement Gap

**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	Achievement Goal: All students at Erpenbeck Elementary will increase their combined reading and math proficient/distinguished scores from 66.3% to 82.8% by June, 2017.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$21100
2	Gap Goal: All students who have an achievement gap will demonstrate academic growth towards proficiency in combined reading and math: non duplicated 57.7% to 73.6% by 6-30-17	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3800
3	Effective Teachers and Leaders: Increase the percent of effective teachers and leaders	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Achievement Goal: All students at Erpenbeck Elementary will increase their combined reading and math proficient/distinguished scores from 66.3% to 82.8% by June, 2017.

### Measurable Objective 1:

demonstrate a proficiency of 75.9% proficient/distinguished in combined reading and math by 06/30/2015 as measured by the overall Proficiency Target Score for combined reading and math.

### Strategy 1:

Curriculum Alignment and Assessment - A common curriculum and common assessments will be implemented school-wide as they are developed and refined in connection to the academic common core standards; revision of our writing, arts and humanities, practical living and primary programs, and implementation of world language will be completed as evidenced through the Program Review process.

Category: Continuous Improvement

Activity - Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will be trained in Best Practice instructional strategies and school-wide curriculum areas as correlated to the Common Core Standards; funds for additional curricular resources will be budgeted for student growth	Academic Support Program	08/04/2014	06/30/2015	\$12000	School Council Funds	Administrative Team; Instructional Coach; Team Leaders, District Office support

Activity - Communication Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communication between school and home will be ongoing through parent/teacher conferences, phone calls, emails, communication in agenda books, newsletters, school website, Remind 101, electronic school-wide newsletter, and other technological resources to ensure clear communication lines between home and school.	Parent Involvement	08/04/2014	06/30/2016	\$3700	School Council Funds	Classroom/Resource Teachers; Administrative Team; Public Relations Committee; Media Specialist; Technology Committee/Team; School Technology Coordinator; District Office Public Relations Coordinator

## Closing the Achievement Gap

Erpenbeck Elementary School

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will involve the school community and local surrounding community as partners in the academic support of our students' learning as evidenced by inviting in guest speakers, partnering with local businesses through projects, STEAM lab, and other parent/community engagement, partnering with the Boone County Public Library for Practical Living standards focus, Junior Achievement program through parent volunteers, collaboration with our Governor's Commonwealth Institute for Parent Leadership representative to strengthen collaboration between school and the business community and through collaboration with our B.E.S.T. Partners	Academic Support Program	08/04/2014	06/30/2016	\$500	Other	Team Leaders; Administrative Staff; Instructional Coach; Curriculum & Instructional Practices Committee; Student, Family and Community Support Committee; Public Relations Committee

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement 21st century skills of communication, collaboration, creativity, and critical thinking into daily lessons to benefit student learning. This is evidenced by teacher lesson plans, rigorous classroom instruction, and student engagement in cognitively challenging tasks.	Academic Support Program	08/14/2013	06/30/2015	\$500	School Council Funds	Admin. Team, Team Leaders, Instructional Coach, Teacher Leaders, Curriculum and Instruction committee, Professional Development committee, Assessment committee

### Strategy 2:

Best Practice Instruction - Teachers will implement Best Practice instructional strategies that include an intentional focus on differentiated instruction and involvement of students in 21st Century skills experiences.

Category: Continuous Improvement

Activity - Data Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Erpenbeck Elementary School

Through PLC meetings, teaching staff will work collaboratively to participate in a data teams process where we analyze student work collectively, determine instructional needs, and monitor and evaluate results after implementation. The focus on this process will allow for relevant data conversations to determine what is working and what may not be working for individual students.	Professional Learning	08/04/2014	06/30/2015	\$0	No Funding Required	All Teaching Staff, Administrative Team; Team Leaders; Instructional Coach; Curriculum and Instruction committee, Assessment committee, and Professional Development committee
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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource teachers, classroom teachers and the Response to Intervention Team will continue the implementation of the Response to Intervention program for those students performing in the lowest 20% according to STAR Reading and Math and STAR Early Literacy Benchmarking Assessments; training will be provided for interventionists in specific interventions used	Academic Support Program	08/04/2014	06/30/2015	\$200	School Council Funds	Resource Teachers; Classroom Teachers; Administrative Team; Response to Intervention Team; Professional Growth Committee; Instructional Coach

Activity - High-Performing Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Erpenbeck Elementary School

For students performing in the 85% per the STAR Reading and Math Assessment results, challenging lessons and creative learning experiences will be embedded into unit and lesson plans that ensures additional student achievement and growth; opportunities will include STEAM (Science, Technology, Engineering, Art and Math) Lab experiences, use of Junior Great Books and Socratic Seminars, higher-level questioning by teachers throughout instruction, Challenge Math, etc. Training will be provided for staff in the specific programs/strategies to be implemented. Additionally students are leveled out during Core Extension time with like peers in order to allow EVERY student the opportunity to grow at their level. Students who are identified via the GT/GSSP process in the area of Leadership will participate in a Leadership Club sponsored by Boone County Extension Office and partnering with a couple of teachers in our building in order to enhance their leadership skills.	Academic Support Program	08/04/2014	06/30/2015	\$1200	School Council Funds	Classroom Teachers; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Growth Committee; Team Leaders; Gifted-Talented Coordinator
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Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a staff, we will work in PLC's to truly evaluate student growth in both Reading and Math using STAR. We will use these PLC's to discuss growth or lack of growth, interventions, strategies, and resources that were found effective or not effective, and will ultimately revise instruction and student placement based on both quantitative and qualitative data.	Professional Learning	08/04/2014	06/30/2015	\$3000	School Council Funds	Administrative Team; Committee Chairpersons; Team leaders; Instructional Coach; Teacher Content Leaders, Teaching Teams

## Goal 2: Gap Goal: All students who have an achievement gap will demonstrate academic growth towards proficiency in combined reading and math: non duplicated 57.7% to 73.6% by 6-30-17

### Measurable Objective 1:

A 60% increase of Third, Fourth and Fifth grade Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners and Two or More Races students will demonstrate a proficiency from 69.4% to 73.2% in Mathematics by 06/30/2015 as measured by the K-PREP Achievement Gap Delivery Target.

### Strategy 1:

Gap group - Each student in our Student with Disabilities Gap Group for math will have a teacher/staff advocate that monitors progress and implements interventions and/or modifications for student progress.

## Closing the Achievement Gap

Erpenbeck Elementary School

Category: Continuous Improvement

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education staff will implement specific math programs and interventions/modifications that ensure student progress per IEP goals and monitor progress daily; Math interventions may include: Math in Focus Reteach, Power of 10, Accelerated Math, Rhymes and Times, Compass Odyssey Math Paths, etc.	Academic Support Program	08/05/2013	06/30/2015	\$800	District Funding	Special Education Team; Administrative Team; Student Support Team; Professional Growth Committee; Instructional Coach; Collaborative Classroom Teachers

Activity - Special Education and Collab Teacher PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Special Education Team, Collaborative Classroom Teachers, Instructional Coach, and Administration will meet as a PLC to discuss individual student progress using data from our STAR assessment tool.	Academic Support Program	08/05/2013	06/30/2015	\$3000	School Council Funds	Special Education Team; Collaborative Classroom Teachers; Student Needs Committee; Professional Growth Committee; Administrative Team; Instructional Coach

## Goal 3: Effective Teachers and Leaders: Increase the percent of effective teachers and leaders

### Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/15/2015 as measured by the Teacher and Principal Evaluation System.

## Closing the Achievement Gap

Erpenbeck Elementary School

### Strategy 1:

TPGES: SGG and PGP - Support teachers as they analyze multiple measures of student data to develop Student Growth Goals and Professional Growth Goals as determined by looking at both qualitative and quantitative data. Assist teachers in their understanding of how and why these goals are important and how to monitor these goals throughout the year.

Category: Continuous Improvement

Activity - Embedded PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal, assistant principal, instructional coach, and district office staff will assist teachers in enhancing their professional learning. This will be done by carving out time per the master schedule to allow for bi-weekly PLC meetings with administration, and weekly PLC meetings with teaching teams.	Professional Learning	08/04/2014	06/30/2015	\$0	Title II Part A	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff

### Strategy 2:

Building Capacity for Full Implementation 2014-15 - As part of the PGES Pilot Program, the full implementation of the KY Teacher Effectiveness Evaluation System will begin through scaling up of the pilot program.

Category: Teacher PGES

Research Cited: Danielson Framework; METS Project

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2014-15 school year, the principal, assistant principal and full teaching staff will participate in the implementation of the Kentucky Teacher Professional Growth and Evaluation System. Principal and assistant principal will assist teachers in their understanding of and implication of using research-based instructional strategies to assist in the teaching and learning process.	Professional Learning	08/04/2014	06/30/2015	\$0	School Council Funds	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff, District Office Learning Support Services Department of Education

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Best Practice Instruction	Special education staff will implement specific math programs and interventions/modifications that ensure student progress per IEP goals and monitor progress daily; Math interventions may include: Math in Focus Reteach, Power of 10, Accelerated Math, Rhymes and Times, Compass Odyssey Math Paths, etc.	Academic Support Program	08/05/2013	06/30/2015	\$800	Special Education Team; Administrative Team; Student Support Team; Professional Growth Committee; Instructional Coach; Collaborative Classroom Teachers
Total					\$800	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

Erpenbeck Elementary School

Data Teams	Through PLC meetings, teaching staff will work collaboratively to participate in a data teams process where we analyze student work collectively, determine instructional needs, and monitor and evaluate results after implementation. The focus on this process will allow for relevant data conversations to determine what is working and what may not be working for individual students.	Professional Learning	08/04/2014	06/30/2015	\$0	All Teaching Staff, Administrative Team; Team Leaders; Instructional Coach; Curriculum and Instruction committee, Assessment committee, and Professional Development committee
<b>Total</b>					\$0	

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Embedded PD	The principal, assistant principal, instructional coach, and district office staff will assist teachers in enhancing their professional learning. This will be done by carving out time per the master schedule to allow for bi-weekly PLC meetings with administration, and weekly PLC meetings with teaching teams.	Professional Learning	08/04/2014	06/30/2015	\$0	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff
<b>Total</b>					\$0	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Closing the Achievement Gap

Erpenbeck Elementary School

Community Involvement	Our school will involve the school community and local surrounding community as partners in the academic support of our students' learning as evidenced by inviting in guest speakers, partnering with local businesses through projects, STEAM lab, and other parent/community engagement, partnering with the Boone County Public Library for Practical Living standards focus, Junior Achievement program through parent volunteers, collaboration with our Governor's Commonwealth Institute for Parent Leadership representative to strengthen collaboration between school and the business community and through collaboration with our B.E.S.T. Partners	Academic Support Program	08/04/2014	06/30/2016	\$500	Team Leaders; Administrative Staff; Instructional Coach; Curriculum & Instructional Practices Committee; Student, Family and Community Support Committee; Public Relations Committee
<b>Total</b>					\$500	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Education and Collab Teacher PLC	Our Special Education Team, Collaborative Classroom Teachers, Instructional Coach, and Administration will meet as a PLC to discuss individual student progress using data from our STAR assessment tool.	Academic Support Program	08/05/2013	06/30/2015	\$3000	Special Education Team; Collaborative Classroom Teachers; Student Needs Committee; Professional Growth Committee; Administrative Team; Instructional Coach

## Closing the Achievement Gap

Erpenbeck Elementary School

Communication Plan	Communication between school and home will be ongoing through parent/teacher conferences, phone calls, emails, communication in agenda books, newsletters, school website, Remind 101, electronic school-wide newsletter, and other technological resources to ensure clear communication lines between home and school.	Parent Involvement	08/04/2014	06/30/2016	\$3700	Classroom/Resource Teachers; Administrative Team; Public Relations Committee; Media Specialist; Technology Committee/Team; School Technology Coordinator; District Office Public Relations Coordinator
21st Century Skills	Teachers will implement 21st century skills of communication, collaboration, creativity, and critical thinking into daily lessons to benefit student learning. This is evidenced by teacher lesson plans, rigorous classroom instruction, and student engagement in cognitively challenging tasks.	Academic Support Program	08/14/2013	06/30/2015	\$500	Admin. Team, Team Leaders, Instructional Coach, Teacher Leaders, Curriculum and Instruction committee, Professional Development committee, Assessment committee
Professional Learning Community	As a staff, we will work in PLC's to truly evaluate student growth in both Reading and Math using STAR. We will use these PLC's to discuss growth or lack of growth, interventions, strategies, and resources that were found effective or not effective, and will ultimately revise instruction and student placement based on both quantitative and qualitative data.	Professional Learning	08/04/2014	06/30/2015	\$3000	Administrative Team; Committee Chairpersons; Team leaders; Instructional Coach; Teacher Content Leaders, Teaching Teams



## Closing the Achievement Gap

Erpenbeck Elementary School

Scaling the Work	During the 2014-15 school year, the principal, assistant principal and full teaching staff will participate in the implementation of the Kentucky Teacher Professional Growth and Evaluation System. Principal and assistant principal will assist teachers in their understanding of and implication of using research-based instructional strategies to assist in the teaching and learning process.	Professional Learning	08/04/2014	06/30/2015	\$0	Principal, Assistant Principal, Instructional Coach, Full Teaching Staff, District Office Learning Support Services Department of Education
Teacher Support	Teachers and staff will be trained in Best Practice instructional strategies and school-wide curriculum areas as correlated to the Common Core Standards; funds for additional curricular resources will be budgeted for student growth	Academic Support Program	08/04/2014	06/30/2015	\$12000	Administrative Team; Instructional Coach; Team Leaders, District Office support
High-Performing Students	For students performing in the 85% per the STAR Reading and Math Assessment results, challenging lessons and creative learning experiences will be embedded into unit and lesson plans that ensures additional student achievement and growth; opportunities will include STEAM (Science, Technology, Engineering, Art and Math) Lab experiences, use of Junior Great Books and Socratic Seminars, higher-level questioning by teachers throughout instruction, Challenge Math, etc. Training will be provided for staff in the specific programs/strategies to be implemented. Additionally students are leveled out during Core Extension time with like peers in order to allow EVERY student the opportunity to grow at their level. Students who are identified via the GT/GSSP process in the area of Leadership will participate in a Leadership Club sponsored by Boone County Extension Office and partnering with a couple of teachers in our building in order to enhance their leadership skills.	Academic Support Program	08/04/2014	06/30/2015	\$1200	Classroom Teachers; Administrative Team; Instructional Coach; Curriculum & Instruction Committee; Professional Growth Committee; Team Leaders; Gifted-Talented Coordinator

## Closing the Achievement Gap

Erpenbeck Elementary School

Response to Intervention	Resource teachers, classroom teachers and the Response to Intervention Team will continue the implementation of the Response to Intervention program for those students performing in the lowest 20% according to STAR Reading and Math and STAR Early Literacy Benchmarking Assessments; training will be provided for interventionists in specific interventions used	Academic Support Program	08/04/2014	06/30/2015	\$200	Resource Teachers; Classroom Teachers; Administrative Team; Response to Intervention Team; Professional Growth Committee; Instructional Coach
Total					\$23600	