



# **Closing the Achievement Gap**

Florence 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
- All Students
- Male
- Female
- White
- Asian

## **Achievement Gap Summary**

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

Our school's climate is one of support and collaboration. Most teachers agree that class sizes are reasonable, teachers are able to focus on education with minimal interruptions, and sufficient planning time is provided, and over 68% of teachers have time available to collaborate with colleagues and are protected from duties that interfere with education of students. Our teachers' largest concern is that they lack sufficient education time to meet all the curricular/academic needs of all students. Our facilities are highly ranked, and our staff work together to maintain adequate resources.

Our teachers are concerned by the limited role of and support by parents in our building despite extensive encouragement and communication between the school and parents/the community. Teachers are encouraged, however, by the successful management of student behavior.

Our teachers appreciate each other as leaders and look for an even greater role in decision making. Our administration works collaboratively with our teachers utilizing all possible resources to the final goal of improving student achievement.

Overall, our teachers feel our school is a good place to work and learn, and our students appreciate the opportunity to attend Florence Elementary.

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

Rtl strategies continued to be implemented for both math and reading for all students falling in the bottom 20% of our formative STAR testing. Programs included Math in Focus, Compass, FasttMath, XtraMath, Do the Math, Math Recovery and Power of 10 to address math gaps and Compass, Fast Forward, Reading Assistant, Orton Gillingham, RTI Paths, Treasures, Accelerated Reader and Florida Center for Reading Research to address reading gaps. In addition, differentiation strategies in the classroom, progress monitoring and a strengthened writing program were implemented

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

Florence Elementary has a high transient population (out of a population of ~620 students, there were 540 enrollments and withdrawals between the dates of 8/13/15 and 8/17/16) which provides a huge challenge in closing the achievement gap. Students encounter multiple environmental challenges which negatively impact their ability to focus on their academic learning. Students' mental health concerns increased significantly over the course of the year. Additionally, we had 19 different primary languages spoken by our students during the 15-16 school year.

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

To address our Goal 1: Increase achievement for all student groups at Florence Elementary so the achievement gap increases from 47.6% PD in 2014 to 67.9% PD in 2017 as measured by KPREP achievement data, our staff used results of pre, formative, and common assessments to plan for personalized instruction for students who had not achieved content mastery and for under performing students.

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Personalization required collaboration among teachers to use flexible grouping, based on student needs and weekly/bi-weekly assessments to monitor progress. Additionally, all teachers utilized progress monitoring tools which included KPREP, STAR Reading/Math and Early Literacy, Compass, etc. to keep progress monitoring of reading and math data. They met quarterly to analyze this data and collaborate on their grade level. All students were benchmarked 3 times per year and those students identified with an IEP or RtI were monitored bi-weekly. Using funds from the district and Title 1, additional certified teachers and para-educators were utilized in grades K-5th to maximize student achievement with students at risk academically through the RtI math/reading invention program (Reduce teacher-student ratio). The school continued to use the district initiated PBIS program to address the number of school suspensions, keeping students engaged a learning environment.

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

The CSIP was reviewed by members of the SBDM following regular meetings of the CSIP committee (consisting of both certified teachers and administrators). In late September, all staff were invited to be members of the CSIP team. In early October, meetings were scheduled to enable the updated CSIP to be ready for review at the next SBDM meeting, first read at the November SBDM meeting and uploaded by December. Concurrent with this, released KPREP achievement gap data was presented and explained to the SBDM to enable the CSIP to directly focus on the achievement gap. Throughout the year, the SBDM revisited the components of the CSIP focused on achievement gap and reviewed progress. In the fall and spring Title 1 meetings were held during the conjunction of PTO meetings to increase Title 1 awareness and open discussion about Gap in Achievement. In addition, the Title 1 plan was presented to parents outlining our progress and plans for closing the achievement gap.



## Achievement Gap Diagnostic

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44% in 2015 to 56% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency of 56.9% Proficient and Distinguished in Reading and Math in the non-duplicated gap group by 06/30/2017 as measured by Overall Achievement on KPREP.

**Strategy1:**

Best Practice-Progress Monitoring - Data will drive instruction.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - PBIS-Student Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will continue to implement PBIS (Positive Behavior Intervention Strategies) to address the number of out of school and in-school suspensions of students. Interventions for Tier 2 and Tier 3 students will be administered with fidelity. Student incentives and rewards will also be distributed weekly. All students will be taught behavioral procedures and expectations at the beginning of the year and after every break in the regular school year with daily reinforcement. PBIS team will review and analyze student behavior data monthly and establish action plans for student success. Additional staffing provided to support large behavioral needs within school setting.	Behavioral Support Program	02/01/2013	06/30/2016	\$20000 - Title I Schoolwide \$300 - School Council Funds	PBIS Team Behavioral Specialist School-wide Staff Principal Assistant Principal

Activity - Progress Monitoring-ATMs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize progress monitoring tools to include KPREP, Star Reading/Math/Early Literacy, Compass, ST Math etc. to keep progress monitoring of reading and math data. They will meet quarterly to analyze this data and the collaboration on their grade level. All students are benchmarked 3 times per year and those students identified with an IEP or Rtl are monitored bi-weekly.	Academic Support Program	02/01/2013	06/30/2017	\$12000 - District Funding	Instructional Coach Classroom Teachers Special Education Teacher Guidance Counselor Rtl Teachers

**Strategy2:**

## Closing the Achievement Gap

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Professional Development - Providing teacher and staff training will create a higher level of academic knowledge, awareness, and refinement of research based teaching strategies.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, Williams

Activity - IEP Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide support to teachers in the development of Personal Learning Plans and the implementation of IEP, Program Service Plans, and Gifted Services Plans aligned with common core state standards and behavioral expectations. Analysis of student data including but not limited to STAR, K-Prep, Swis etc. Using data analysis to plan, review and revise instruction.	Academic Support Program	02/01/2013	06/30/2017	\$0 - No Funding Required	Guidance Counselor Special Education Teachers Instructional Coach Principal

### Strategy3:

Truancy/Attendance - Florence Elementary will provide attendance policies and procedures at the beginning of the school year and to any new enrollees. Positive interventions and incentives will be provided by the school to promote student attendance.

Category:

Research Cited: Douglas, Roby (Ohio State Research)

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create an incentive program for student attendance and will make every effort to stay in contact with homes where student truancy occurs. Parents will receive truancy letters at 3, 4, and 6 day events. Students who report perfect attendance for the semester will be entered into drawings and receive an award.	Academic Support Program	02/01/2013	06/30/2016	\$0 - No Funding Required	Administrative Team Attendance Team Suspension Task Force FRC Classroom Teachers

### Strategy4:

Best Practice - By teachers using and implementing best practices inside and outside of the classroom, students will be able to engage in meaningful and academic experiences through real-world experiences.

Category: Continuous Improvement

Research Cited: Marzano

Born Learning

21st Century

## Closing the Achievement Gap

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Activity - Whole Child School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will be offered intervention and enrichment opportunities in programs during, before and after school. Our Title 1 grant and ESS funding provides us the opportunity to continue high quality math and reading instruction during the Before/After and summer programs. Implementation of LLI reading program to meet at-risk students with reading deficits. Life Skills is a comprehensive program we are engaging in partnership with the NKY Health Department using classroom and small group instruction in basic life skills with a goal of improving overall student performance. The enrichment component continues to allow our students opportunities to develop higher level thinking skills. Our program is focused on providing students the opportunity to participate in a variety of extension activities. The new Born Learning workshop targets early childhood development. Program is offered to parents and families in the community to provide parents with the tools to help their children succeed in kindergarten and beyond.	Academic Support Program	02/01/2013	06/30/2016	\$15000 - Grant Funds \$5000 - FRYSC \$3000 - Other \$15000 - Title I Schoolwide	Principal FRC Before/After School Program Coordinator

Activity - Parent Involvement/Engagment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrative Team will develop parent engagement programs that allow all parents to be an active component of their child's educational experience. (Including Born Learning, Service Learning, Strong Fathers, Strong Moms, Grandparents Tea, Academic Nights, Book Fair, Adult Learning opportunities, Movie nights, School dances, Boosterthon, Parent Teacher Conferences, Extracurricular clubs, Classroom Dojo)	Parent Involvement	02/01/2013	06/30/2016	\$5000 - Title I Schoolwide	Principal Assistant Principal Guidance Counselor FRC PTO

### Goal 2:

Increase the average combined reading and math K-PREP scores for elementary student from 52.7% in 2015 to 63.2% in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 59.8% Proficient and Distinguished in Reading and Math by 06/30/2017 as measured by KPREP reading and math combined scores.

### Strategy1:

Response to Intervention - The RtI tiered intervention process will target students significantly below grade level in all grades and monitor progress of targeted students to ensure the implementation and effectiveness of interventions.

Category: Continuous Improvement

Research Cited: KDE

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Activity - Additional Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five additional certified teachers will be utilized in grades K-5th to maximize student achievement with students at risk academically through the Rtl math/reading invention program (Reduce teacher-student ratio). Teachers will use smaller student groups and individual attention for students who do not meet grade level benchmark scores.	Direct Instruction	01/01/2014	06/30/2016	\$80000 - School Council Funds \$160000 - Title I Schoolwide	SBDM Principal Assistant Principal

### Strategy2:

Literacy/Numeracy Initiative - Intentional focus of Literacy and Numeracy within the curriculum will develop high level thinking skills and 21st century skills.

Category: Continuous Improvement

Research Cited: KDE

Graham and Hebert

Florida Center for Reading Research

KCM

Marshall Cavendish

National Research Council

Activity - Data Teams/Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To enhance instructional decisions and enrich instructional practice, FES will continue to expand the use of our PLCs, Data Teams and Vertical/Horizontal PLCs and Planning teams. Teams will meet and provide summary of information to SBDM as needed. Teachers will be given the opportunity to be teacher leaders and active participants.	Academic Support Program	02/01/2013	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach SBDM Teachers

### Strategy3:

School Readiness - Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from Early Childhood education experiences to get to know the incoming K learners; disseminating K readiness video to Early Childhood and parents of incoming K students; developing a plan for disseminating results of the K screener to parents/EC community members; assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profile for next steps of instruction for K students through the Rtl process.

Category: Early Learning

Research Cited:

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who are entering Kindergarten at Florence Elementary will be given the BRIGANCE. Kindergarten teachers will use data to establish learning level and use flexible grouping and interventions through the Rtl program based on the student data results.	Academic Support Program	01/01/2014	10/31/2016	\$0 - No Funding Required	Principal Kindergarten Teachers Rtl Teachers Guidance Counselor

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

We will monitor it through KPREP, STAR (Reading, Math, Early Literacy), Brigance, ACCESS/WIDA and PBIS data analysis. Certified RtI teachers (additional staff members) will report student progress and monitoring of interventions at fall, winter and spring ATMs.

**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 the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44% in 2015 to 56% in 2017.

**Measurable Objective 1:**

demonstrate a proficiency of 56.9% Proficient and Distinguished in Reading and Math in the non-duplicated gap group by 06/30/2017 as measured by Overall Achievement on KPREP.

**Strategy1:**

Truancy/Attendance - Florence Elementary will provide attendance policies and procedures at the beginning of the school year and to any new enrollees. Positive interventions and incentives will be provided by the school to promote student attendance.

Category:

Research Cited: Douglas, Roby (Ohio State Research)

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create an incentive program for student attendance and will make every effort to stay in contact with homes where student truancy occurs. Parents will receive truancy letters at 3, 4, and 6 day events. Students who report perfect attendance for the semester will be entered into drawings and receive an award.	Academic Support Program	02/01/2013	06/30/2016	\$0 - No Funding Required	Administrative Team Attendance Team Suspension Task Force FRC Classroom Teachers

**Strategy2:**

Best Practice - By teachers using and implementing best practices inside and outside of the classroom, students will be able to engage in meaningful and academic experiences through real-world experiences.

Category: Continuous Improvement

Research Cited: Marzano

Born Learning

21st Century

## Closing the Achievement Gap

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Activity - Whole Child School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All students will be offered intervention and enrichment opportunities in programs during, before and after school. Our Title 1 grant and ESS funding provides us the opportunity to continue high quality math and reading instruction during the Before/After and summer programs. Implementation of LLI reading program to meet at-risk students with reading deficits.</p> <p>Life Skills is a comprehensive program we are engaging in partnership with the NKY Health Department using classroom and small group instruction in basic life skills with a goal of improving overall student performance.</p> <p>The enrichment component continues to allow our students opportunities to develop higher level thinking skills. Our program is focused on providing students the opportunity to participate in a variety of extension activities.</p> <p>The new Born Learning workshop targets early childhood development. Program is offered to parents and families in the community to provide parents with the tools to help their children succeed in kindergarten and beyond.</p>	Academic Support Program	02/01/2013	06/30/2016	\$15000 - Grant Funds \$3000 - Other \$15000 - Title I Schoolwide \$5000 - FRYSC	Principal FRC Before/After School Program Coordinator

### Strategy3:

Best Practice-Progress Monitoring - Data will drive instruction.

Category: Professional Learning & Support

Research Cited: Marzano

Activity - PBIS-Student Problem Solving	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The school will continue to implement PBIS (Positive Behavior Intervention Strategies) to address the number of out of school and in-school suspensions of students. Interventions for Tier 2 and Tier 3 students will be administered with fidelity. Student incentives and rewards will also be distributed weekly. All students will be taught behavioral procedures and expectations at the beginning of the year and after every break in the regular school year with daily reinforcement. PBIS team will review and analyze student behavior data monthly and establish action plans for student success. Additional staffing provided to support large behavioral needs within school setting.</p>	Behavioral Support Program	02/01/2013	06/30/2016	\$300 - School Council Funds \$20000 - Title I Schoolwide	PBIS Team Behavioral Specialist School-wide Staff Principal Assistant Principal

Activity - Master Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>A master schedule will be Implemented with an uninterrupted academic core block time with Reading and Math as main focus. All staff members will be utilized to maximize student achievement at all levels.</p>	Direct Instruction	04/01/2014	06/30/2017	\$0 - No Funding Required	SBDM Principal Assistant Principal Instructional Coach Classroom Teachers

### Goal 2:

Increase the average combined reading and math K-PREP scores for elementary student from 52.7% in 2015 to 63.2% in 2017.

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### Measurable Objective 1:

demonstrate a proficiency of 59.8% Proficient and Distinguished in Reading and Math by 06/30/2017 as measured by KPREP reading and math combined scores.

### Strategy1:

Response to Intervention - The RtI tiered intervention process will target students significantly below grade level in all grades and monitor progress of targeted students to ensure the implementation and effectiveness of interventions.

Category: Continuous Improvement

Research Cited: KDE

Activity - Additional Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five additional certified teachers will be utilized in grades K-5th to maximize student achievement with students at risk academically through the RtI math/reading intervention program (Reduce teacher-student ratio). Teachers will use smaller student groups and individual attention for students who do not meet grade level benchmark scores.	Direct Instruction	01/01/2014	06/30/2016	\$80000 - School Council Funds \$160000 - Title I Schoolwide	SBDM Principal Assistant Principal

### Strategy2:

School Readiness - Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from Early Childhood education experiences to get to know the incoming K learners; disseminating K readiness video to Early Childhood and parents of incoming K students; developing a plan for disseminating results of the K screener to parents/EC community members; assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profile for next steps of instruction for K students through the RtI process.

Category: Early Learning

Research Cited:

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will collaborate to ensure curriculum strategies for early learning. Kindergarten and Preschool will have a Back To School Night providing readiness packets and school information to ensure success in the introduction to school. All special education preschool students will be provided a transitional meetings with the preschool teachers, parents, guidance counselor and special education support personnel as needed to address individual needs for student learning and success.	Academic Support Program	01/01/2014	08/31/2016	\$500 - General Fund	Preschool Teacher Guidance Counselor Special Education Staff Principal

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Activity - Summer Learning Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Summer Learning Program is designed to provide grade-level activities that are fun, engaging, and prevent summer learning loss for students PK-5th grade. A new partnership with the Boone County Public Library will provide parents with instructional tools and programs to use with their children to increase literacy during the summer months.	Parent Involvement	05/19/2014	08/31/2016	\$5000 - Title I Schoolwide \$5000 - FRYSC	Principal Assistant Principal Homeroom Teachers Instructional Coach

### Goal 3:

Increase the percentage of effective teachers and leaders as measured by the PGES.

### Measurable Objective 1:

demonstrate a proficiency of 100% effective teachers and leaders by 06/30/2016 as measured by PGES.

### Strategy1:

Teacher Effectiveness - Teacher Effectiveness

Category: Continuous Improvement

Research Cited:

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework. Provide support for teachers in utilizing research based instructional strategies that impact student growth and achievement.	Professional Learning	08/01/2014	06/30/2016	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach

### Goal 4:

Reduce the percentage of students scoring NOVICE in Reading and in Mathematics on K-PREP by 50% by 2020.

### Measurable Objective 1:

A 50% increase 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 in Mathematics and in Reading by 06/30/2020 as measured by scoring higher than NOVICE on KPREP.

### Strategy1:

Student Growth Goals - Provide support for teachers in measuring baseline data for determining Student Growth Goals enduring skills to measure as required by the Teacher Professional Growth and Effectiveness System (TPGES). Provide professional learning regarding using multiple measures and in constructing Specific, Measurable, Attainable, Realistic and Time-bound (SMART) goals.

Category: Teacher PGES



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Research Cited: Locke and Latham

Activity - SGG PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive continuing professional development on strengthening SGGs to meet student achievement gaps and student growth.	Professional Learning	01/01/2016	06/30/2020	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Teachers

### Strategy2:

Positive Behavior Intervention System (PBIS) - The school will continue to implement PBIS (Positive Behavior Intervention Strategies) to address the number of out of school and in-school suspensions of students to maximize student time in classroom. Interventions for Tier 2 and Tier 3 students will be administered with fidelity. Student incentives and rewards will also be distributed weekly. All students will be taught behavioral procedures and expectations at the beginning of the year and after every break in the regular school year.

Category: Continuous Improvement

Research Cited: KYCID (Kentucky Center for Instructional Discipline)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Daily, weekly and monthly PBIS data review of student behavior referrals, using Classroom Dojo, Check In/Check Out, IC data, school suspensions/detentions/referrals. Student plans and interventions are developed and updated as a result.	Behavioral Support Program	01/01/2014	06/30/2020	\$0 - No Funding Required	Principal Assistant Principal All Teachers Behavior Specialists

Activity - Additional Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional staffing provided to support large behavioral needs within the school setting	Behavioral Support Program	01/01/2014	06/30/2020	\$23000 - School Council Funds	SBDM Principal Assistant Principal

### Strategy3:

Response to Intervention - Ensure that RtI and Intervention structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in ATMs and PLCs to plan for purposeful instruction via research-based programming, flexible instructional groups, etc. Instructional decision for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring.

Category: Integrated Methods for Learning

Research Cited: Batsche et al

Activity - Additional Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five additional certified teachers will be utilized in grades K-5th to maximize student achievement with students at risk academically through the RtI math/reading intervention program. (Reduce teacher-student ratio). Teachers will use smaller student groups and individual attention for students who do not meet grade level benchmark scores.	Direct Instruction	01/01/2014	06/30/2020	\$239000 - Title I Schoolwide	SBDM Principal Assistant Principal

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Activity - Screening, Progress Monitoring and Multileveled Prevention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Screen every student in areas of reading and math, identify bottom 20% for intervention services, provide multi-leveled interventions and progress monitoring. Instructional programs include ST Math, Fast ForWord, Compass Reading/Math, Moby Max, Orton Gillingham, Fountas& Pinnell Leveled Literacy Intervention System.	Academic Support Program	01/01/2014	06/30/2020	\$0 - No Funding Required	Principal Assistant Principal Instructional Coach Homeroom Teachers STC Rtl Teachers

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

Florence Elementary will continue to provide training, resources and support in collaboration with community and parent/caregiver partners to address barriers to learning including but not limited to transiency, limited English language acquisition, and access to health and social services.

## **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

All students will be offered intervention and enrichment opportunities in our before/after school program. Through partnership with Fidelity Investments, students will be able to participate on robotics teams led by teachers and volunteer mentors from Fidelity. Our Title 1 grant and ESS funding provides us the opportunity to continue high quality math and reading instruction during the Before/After and summer programs. In addition K Camp will continue to be offered to incoming Kindergarteners and families to help address transition into school, introduce math and reading support for families, and provide information about our school and community.

We will also continue our STEM salsa production program in collaboration with the Boone County Extension Services and with invited participation from FES families. We will also continue to host a walkathon event to raise money for STEM education and technology. We will host Title 1 and PTO meetings regularly throughout the year to engage families and involve them in the education process. We will also host family involvement programs including Strong Fathers, Strong Mothers, Grandparents Tea, Stepping Stones (an ELL family event), Born Learning and Science/Math Nights.

We will partner with NKU to provide a model collaboration classroom where elementary students will receive additional supports and educational opportunities provided by university-level education students within our building. College professors will work hand in hand with our administration and teachers to provide professional development and interactive learning opportunities to both staff and students. Finally, we will continue to maintain constant contact with the community through local media, newsletters and surveys home, school website/Facebook/Twitter, community call command, and social events (dances, carnival, movie night, book fair).

# **Plan for Closing the Achievement Gap 2016-2017**

# Overview

**Plan Name**

Plan for Closing the Achievement Gap 2016-2017

**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 the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44% in 2015 to 56% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$6000
2	Increase the average combined reading and math K-PREP scores for elementary student from 52.7% in 2015 to 63.2% in 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$47500
3	Reduce the percentage of students scoring NOVICE in Reading and in Mathematics on K-PREP by 50% by 2020.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$262500

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 44% in 2015 to 56% in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 56.9% Proficient and Distinguished in Reading and Math in the non-duplicated gap group by 06/30/2017 as measured by Overall Achievement on KPREP.

### Strategy 1:

Professional Development - Providing teacher and staff training will create a higher level of academic knowledge, awareness, and refinement of research based teaching strategies.

Category: Professional Learning & Support

Research Cited: Marzano, Hattie, Williams

Activity - IEP Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide support to teachers in the development of Personal Learning Plans and the implementation of IEP, Program Service Plans, and Gifted Services Plans aligned with common core state standards and behavioral expectations. Analysis of student data including but not limited to STAR, K-Prep, Swis etc. Using data analysis to plan, review and revise instruction.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Guidance Counselor Special Education Teachers Instructional Coach Principal
Activity - Research Based Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities; and Gifted students. PDs include ELL Teacher Academy, ELL Parent Academy, LEGO League Robotics, Imagine Learning, RtI, Before/After school program, Orton Gillingham, Vision Catalyst, Formative Assessment, Number Talks, Growth Mindset, Reading/Writing Workshop	Professional Learning	02/01/2013	06/30/2017	\$3000	Title I Schoolwide	Instructional Coach ELL Teachers Special Education Teachers Classroom Teachers Parents
Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Closing the Achievement Gap

Florence Elementary School

Continue to provide training, resources and support in collaboration with community and parent/caregiver partners to address barriers to learning including but not limited to poverty, transiency, health, mental and social services. Professional learning includes poverty study, growth mindset, ST Math, Classroom Dojo, Google classroom	Professional Learning	02/01/2013	06/30/2017	\$0	No Funding Required	FRC Principal North Key School Therapist
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Activity - Math Numeracy PD-KCM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff members will participate in math professional development through KMC resources and MaRTI grant training focused on math intervention programs to address student deficiencies. Research-based strategies will include hands-on (ie manipulative creation and use) and student-driven lessons covering basic math computation to algebraic concepts .	Professional Learning	02/01/2013	06/30/2016	\$3000	Title I Schoolwide	PD Building Coordinator Instructional Coach MaRTI team

## Goal 2: Increase the average combined reading and math K-PREP scores for elementary student from 52.7% in 2015 to 63.2% in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 59.8% Proficient and Distinguished in Reading and Math by 06/30/2017 as measured by KPREP reading and math combined scores.

### Strategy 1:

School Readiness - Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from Early Childhood education experiences to get to know the incoming K learners; disseminating K readiness video to Early Childhood and parents of incoming K students; developing a plan for disseminating results of the K screener to parents/EC community members; assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments, classroom observations; create and monitor learning plan or profile for next steps of instruction for K students through the Rtl process.

Category: Early Learning

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who are entering Kindergarten at Florence Elementary will be given the BRIGANCE. Kindergarten teachers will use data to establish learning level and use flexible grouping and interventions through the Rtl program based on the student data results.	Academic Support Program	01/01/2014	10/31/2016	\$0	No Funding Required	Principal Kindergarten Teachers Rtl Teachers Guidance Counselor

Activity - Summer Learning Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Closing the Achievement Gap

Florence Elementary School

Summer Learning Program is designed to provide grade-level activities that are fun, engaging, and prevent summer learning loss for students PK-5th grade. A new partnership with the Boone County Public Library will provide parents with instructional tools and programs to use with their children to increase literacy during the summer months.	Parent Involvement	05/19/2014	08/31/2016	\$10000	Title I Schoolwide, FRYSC	Principal Assistant Principal Homeroom Teachers Instructional Coach
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Activity - Preschool Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten teachers will collaborate to ensure curriculum strategies for early learning. Kindergarten and Preschool will have a Back To School Night providing readiness packets and school information to ensure success in the introduction to school. All special education preschool students will be provided a transitional meetings with the preschool teachers, parents, guidance counselor and special education support personnel as needed to address individual needs for student learning and success.	Academic Support Program	01/01/2014	08/31/2016	\$500	General Fund	Preschool Teacher Guidance Counselor Special Education Staff Principal

### Strategy 2:

Literacy/Numeracy Initiative - Intentional focus of Literacy and Numeracy within the curriculum will develop high level thinking skills and 21st century skills.

Category: Continuous Improvement

Research Cited: KDE

Graham and Hebert

Florida Center for Reading Research

KCM

Marshall Cavendish

National Research Council

Activity - Data Teams/Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance instructional decisions and enrich instructional practice, FES will continue to expand the use of our PLCs, Data Teams and Vertical/Horizontal PLCs and Planning teams. Teams will meet and provide summary of information to SBDM as needed. Teachers will be given the opportunity to be teacher leaders and active participants.	Academic Support Program	02/01/2013	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Instructional Coach SBDM Teachers

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

Florence Elementary School

Continuous support and Professional Development for all teachers K-5th grade (including regular education, special education, ELL, and special area teachers) on specific reading, math, and writing programs such as Eureka, Fastt Math, Math in Focus, Compass, Great Leaps, Florida Research, Star Enterprise, Literacy Studio, Reading Assistance and Fast ForWord that address foundational skill deficits to enable implementation of these programs with all students.	Professional Learning	01/01/2013	06/30/2016	\$0	No Funding Required	SBDM Principal Instructional Coach
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Activity - Mathematics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be involved in the identification and implementation of a unified mathematics instruction program to ensure that all students receive rigorous, aligned, consistent instruction. All students will engage in ST Math, a nonverbal program that builds problem solving skills while also developing a conceptual understanding of mathematics.	Direct Instruction	08/01/2014	06/30/2016	\$34000	Title I Schoolwide, Text Books	Principal Instructional Coach Teachers

Activity - Math Numeracy PD-KCM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff members will participate in math professional development through KMC resources and MaRTI grant training focused on math intervention programs to address student deficiencies. Researched-based strategies will include hands-on (ie manipulative creation and use) and student-driven lessons covering basic math computation to algebraic concepts .	Professional Learning	02/01/2013	06/30/2016	\$3000	Title I School Improvement (ISI)	Principal Instructional Coach Teachers

## Goal 3: Reduce the percentage of students scoring NOVICE in Reading and in Mathematics on K-PREP by 50% by 2020.

### Measurable Objective 1:

A 50% increase 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 in Mathematics and in Reading by 06/30/2020 as measured by scoring higher than NOVICE on KPREP.

### Strategy 1:

Co-teaching best practices - Provide teachers with professional learning regarding co-teaching best practices, continuous co-teaching classroom improvement, student supports. Provide ongoing coaching to co-teacher teams.

Category: Professional Learning & Support

Research Cited: Marilyn Friend

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

Florence Elementary School

Partnership with the Department of Teacher Education and Florence Elementary School to embed undergraduate Elementary Literacy Method courses at FES coinciding with existing clinical experiences in the school to increase NKU student time in classroom to assist FES teachers and students.	Academic Support Program	01/11/2016	05/31/2017	\$0	No Funding Required	Principal NKU Asst Professor of Literacy Education Homeroom Teachers
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Activity - IEP Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide support to teachers in the development of Personal Learning Plans and the implementation of IEP, Program Service Plans, and Gifted Service Plans aligned with common core state standards and behavioral expectations. Analysis of student data including but not limited to STAR, KPREP, SWIS etc. Using data analysis to plan, review and revise instruction.	Academic Support Program	01/01/2014	06/30/2020	\$0	No Funding Required	Guidance Counselor Special Education Teachers Homeroom Teachers Principal

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that RtI and Intervention structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in ATMs and PLCs to plan for purposeful instruction via research-based programming, flexible instructional groups, etc. Instructional decisions for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring. Programs include Benchmark Literacy, Moby Max, Compass, Treasures leveled readers, FCRR, Reading A-Z, Readworks, Fast Forward, Reading Asst, Saxon Phonics, Orton Gillingham, Tumblebooks, Carbo Fluency passages, ST Math, Fast Math, Xtra Math, Power of 10, Do the Math, MaRTI, Math in Focus Reteach.	Academic Support Program	01/01/2014	06/30/2020	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Homeroom Teachers RtI Teachers

### Strategy 2:

Assessment Literacy for Teachers - Provide teachers with a variety of professional learning opportunities centered on best practices for utilizing formative and summative assessment. Include training on how to best analyze data utilizing data teams and PLCs.

Category: Professional Learning & Support

Research Cited: John Hattie

Activity - Data Teams/Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To enhance instructional decisions and enrich instructional practice, FES will continue to expand the use of our PLCs, Data Teams and Vertical/Horizontal PLCs and Planning teams. Teams will meet and provide summary of information to SBDM as needed. Teachers will be given the opportunity to be teacher leaders and active participants.	Professional Learning	01/01/2014	06/30/2020	\$0	No Funding Required	Principal Assistant Principal Instructional Coach All Teachers

## Closing the Achievement Gap

Florence Elementary School

Activity - Embedded Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with professional learning opportunities regarding formative assessment and providing students with specific feedback. Focus on Williams 5 Conditions of Learning and minute-to-minute embedded formative assessments. Utilize resources made available through our work with the KY Instruction Transformation grant.	Professional Learning	01/01/2016	06/30/2020	\$500	Title I Schoolwide	Principal Assistant Principal Instructional Coach IT Team Leaders Teachers

### Strategy 3:

Positive Behavior Intervention System (PBIS) - The school will continue to implement PBIS (Positive Behavior Intervention Strategies) to address the number of out of school and in-school suspensions of students to maximize student time in classroom. Interventions for Tier 2 and Tier 3 students will be administered with fidelity. Student incentives and rewards will also be distributed weekly. All students will be taught behavioral procedures and expectations at the beginning of the year and after every break in the regular school year.

Category: Continuous Improvement

Research Cited: KYCID (Kentucky Center for Instructional Discipline)

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Daily, weekly and monthly PBIS data review of student behavior referrals, using Classroom Dojo, Check In/Check Out, IC data, school suspensions/detentions/referrals. Student plans and interventions are developed and updated as a result.	Behavioral Support Program	01/01/2014	06/30/2020	\$0	No Funding Required	Principal Assistant Principal All Teachers Behavior Specialists

Activity - Additional Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional staffing provided to support large behavioral needs within the school setting	Behavioral Support Program	01/01/2014	06/30/2020	\$23000	School Council Funds	SBDM Principal Assistant Principal

### Strategy 4:

Response to Intervention - Ensure that Rtl and Intervention structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in ATMs and PLCs to plan for purposeful instruction via research-based programming, flexible instructional groups, etc.

Instructional decision for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring.

Category: Integrated Methods for Learning

Research Cited: Batsche et al

## Closing the Achievement Gap

Florence Elementary School

Activity - Screening, Progress Monitoring and Multileveled Prevention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Screen every student in areas of reading and math, identify bottom 20% for intervention services, provide multi-leveled interventions and progress monitoring. Instructional programs include ST Math, Fast ForWord, Compass Reading/Math, Moby Max, Orton Gillingham, Fountas& Pinnell Leveled Literacy Intervention System.	Academic Support Program	01/01/2014	06/30/2020	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Homeroom Teachers STC Rtl Teachers

  

Activity - Additional Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Five additional certified teachers will be utilized in grades K-5th to maximize student achievement with students at risk academically through the Rtl math/reading intervention program. (Reduce teacher-student ratio). Teachers will use smaller student groups and individual attention for students who do not meet grade level benchmark scores.	Direct Instruction	01/01/2014	06/30/2020	\$239000	Title I Schoolwide	SBDM Principal Assistant Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Numeracy PD-KCM	Teachers and staff members will participate in math professional development through KMC resources and MaRTI grant training focused on math intervention programs to address student deficiencies. Researched-based strategies will include hands-on (ie manipulative creation and use) and student-driven lessons covering basic math computation to algebraic concepts .	Professional Learning	02/01/2013	06/30/2016	\$3000	Principal Instructional Coach Teachers
<b>Total</b>					\$3000	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Based Strategies	Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; Meeting the needs of students of poverty, homeless and transient; Specific strategies for students with disabilities; and Gifted students. PDs include ELL Teacher Academy, ELL Parent Academy, LEGO League Robotics, Imagine Learning, Rtl, Before/After school program, Orton Gillingham, Vision Catalyst, Formative Assessment, Number Talks, Growth Mindset, Reading/Writing Workshop	Professional Learning	02/01/2013	06/30/2017	\$3000	Instructional Coach ELL Teachers Special Education Teachers Classroom Teachers Parents
Summer Learning Program	Summer Learning Program is designed to provide grade-level activities that are fun, engaging, and prevent summer learning loss for students PK-5th grade. A new partnership with the Boone County Public Library will provide parents with instructional tools and programs to use with their children to increase literacy during the summer months.	Parent Involvement	05/19/2014	08/31/2016	\$5000	Principal Assistant Principal Homeroom Teachers Instructional Coach

## Closing the Achievement Gap

Florence Elementary School

Embedded Formative Assessment	Provide teachers with professional learning opportunities regarding formative assessment and providing students with specific feedback. Focus on Williams 5 Conditions of Learning and minute-to-minute embedded formative assessments. Utilize resources made available through our work with the KY Instruction Transformation grant.	Professional Learning	01/01/2016	06/30/2020	\$500	Principal Assistant Principal Instructional Coach IT Team Leaders Teachers
Math Numeracy PD-KCM	Teachers and staff members will participate in math professional development through KMC resources and MaRTI grant training focused on math intervention programs to address student deficiencies. Research-based strategies will include hands-on (ie manipulative creation and use) and student-driven lessons covering basic math computation to algebraic concepts .	Professional Learning	02/01/2013	06/30/2016	\$3000	PD Building Coordinator Instructional Coach MaRTI team
Additional Staffing	Five additional certified teachers will be utilized in grades K-5th to maximize student achievement with students at risk academically through the RtI math/reading intervention program. (Reduce teacher-student ratio). Teachers will use smaller student groups and individual attention for students who do not meet grade level benchmark scores.	Direct Instruction	01/01/2014	06/30/2020	\$239000	SBDM Principal Assistant Principal
Mathematics Instruction	All teachers will be involved in the identification and implementation of a unified mathematics instruction program to ensure that all students receive rigorous, aligned, consistent instruction. All students will engage in ST Math, a nonverbal program that builds problem solving skills while also developing a conceptual understanding of mathematics.	Direct Instruction	08/01/2014	06/30/2016	\$10000	Principal Instructional Coach Teachers
<b>Total</b>					<b>\$260500</b>	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Barriers to Learning	Continue to provide training, resources and support in collaboration with community and parent/caregiver partners to address barriers to learning including but not limited to poverty, transiency, health, mental and social services. Professional learning includes poverty study, growth mindset, ST Math, Classroom Dojo, Google classroom	Professional Learning	02/01/2013	06/30/2017	\$0	FRC Principal North Key School Therapist
Data Analysis	Daily, weekly and monthly PBIS data review of student behavior referrals, using Classroom Dojo, Check In/Check Out, IC data, school suspensions/detentions/referrals. Student plans and interventions are developed and updated as a result.	Behavioral Support Program	01/01/2014	06/30/2020	\$0	Principal Assistant Principal All Teachers Behavior Specialists

## Closing the Achievement Gap

Florence Elementary School

Response to Intervention	Ensure that Rtl and Intervention structures are in place for students not meeting KCAS and CCR benchmarks. Personalization of instruction requires collaboration among teachers in ATMs and PLCs to plan for purposeful instruction via research-based programming, flexible instructional groups, etc. Instructional decisions for personalization will be based on student learning needs as identified in the bi-weekly progress monitoring. Programs include Benchmark Literacy, Moby Max, Compass, Treasures leveled readers, FCRR, Reading A-Z, Readworks, Fast ForWord, Reading Asst, Saxon Phonics, Orton Gillingham, Tumblebooks, Carbo Fluency passages, ST Math, Fast Math, Xtra Math, Power of 10, Do the Math, MaRTI, Math in Focus Reteach.	Academic Support Program	01/01/2014	06/30/2020	\$0	Principal Assistant Principal Instructional Coach Homeroom Teachers Rtl Teachers
NKU Collaboration	Partnership with the Department of Teacher Education and Florence Elementary School to embed undergraduate Elementary Literacy Method courses at FES coinciding with existing clinical experiences in the school to increase NKU student time in classroom to assist FES teachers and students.	Academic Support Program	01/11/2016	05/31/2017	\$0	Principal NKU Asst Professor of Literacy Education Homeroom Teachers
IEP Support	School will provide support to teachers in the development of Personal Learning Plans and the implementation of IEP, Program Service Plans, and Gifted Service Plans aligned with common core state standards and behavioral expectations. Analysis of student data including but not limited to STAR, KPREP, SWIS etc. Using data analysis to plan, review and revise instruction.	Academic Support Program	01/01/2014	06/30/2020	\$0	Guidance Counselor Special Education Teachers Homeroom Teachers Principal
Screening, Progress Monitoring and Multileveled Prevention System	Screen every student in areas of reading and math, identify bottom 20% for intervention services, provide multi-leveled interventions and progress monitoring. Instructional programs include ST Math, Fast ForWord, Compass Reading/Math, Moby Max, Orton Gillingham, Fountas & Pinnell Leveled Literacy Intervention System.	Academic Support Program	01/01/2014	06/30/2020	\$0	Principal Assistant Principal Instructional Coach Homeroom Teachers STC Rtl Teachers
IEP Support	School will provide support to teachers in the development of Personal Learning Plans and the implementation of IEP, Program Service Plans, and Gifted Services Plans aligned with common core state standards and behavioral expectations. Analysis of student data including but not limited to STAR, K-Prep, Swis etc. Using data analysis to plan, review and revise instruction.	Academic Support Program	02/01/2013	06/30/2017	\$0	Guidance Counselor Special Education Teachers Instructional Coach Principal



## Closing the Achievement Gap

Florence Elementary School

Data Teams/Committees	To enhance instructional decisions and enrich instructional practice, FES will continue to expand the use of our PLCs, Data Teams and Vertical/Horizontal PLCs and Planning teams. Teams will meet and provide summary of information to SBDM as needed. Teachers will be given the opportunity to be teacher leaders and active participants.	Professional Learning	01/01/2014	06/30/2020	\$0	Principal Assistant Principal Instructional Coach All Teachers
Professional Development	Continuous support and Professional Development for all teachers K-5th grade (including regular education, special education, ELL, and special area teachers) on specific reading, math, and writing programs such as Eureka, Fastt Math, Math in Focus, Compass, Great Leaps, Florida Research, Star Enterprise, Literacy Studio, Reading Assistance and Fast ForWord that address foundational skill deficits to enable implementation of these programs with all students.	Professional Learning	01/01/2013	06/30/2016	\$0	SBDM Principal Instructional Coach
Data Teams/Committees	To enhance instructional decisions and enrich instructional practice, FES will continue to expand the use of our PLCs, Data Teams and Vertical/Horizontal PLCs and Planning teams. Teams will meet and provide summary of information to SBDM as needed. Teachers will be given the opportunity to be teacher leaders and active participants.	Academic Support Program	02/01/2013	06/30/2016	\$0	Principal Assistant Principal Instructional Coach SBDM Teachers
Brigance	All students who are entering Kindergarten at Florence Elementary will be given the BRIGANCE. Kindergarten teachers will use data to establish learning level and use flexible grouping and interventions through the Rtl program based on the student data results.	Academic Support Program	01/01/2014	10/31/2016	\$0	Principal Kindergarten Teachers Rtl Teachers Guidance Counselor
<b>Total</b>					\$0	

## FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Learning Program	Summer Learning Program is designed to provide grade-level activities that are fun, engaging, and prevent summer learning loss for students PK-5th grade. A new partnership with the Boone County Public Library will provide parents with instructional tools and programs to use with their children to increase literacy during the summer months.	Parent Involvement	05/19/2014	08/31/2016	\$5000	Principal Assistant Principal Homeroom Teachers Instructional Coach
<b>Total</b>					\$5000	

## General Fund

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

Florence Elementary School

Preschool Transition	Preschool and Kindergarten teachers will collaborate to ensure curriculum strategies for early learning. Kindergarten and Preschool will have a Back To School Night providing readiness packets and school information to ensure success in the introduction to school. All special education preschool students will be provided a transitional meetings with the preschool teachers, parents, guidance counselor and special education support personnel as needed to address individual needs for student learning and success.	Academic Support Program	01/01/2014	08/31/2016	\$500	Preschool Teacher Guidance Counselor Special Education Staff Principal
<b>Total</b>					\$500	

### Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Instruction	All teachers will be involved in the identification and implementation of a unified mathematics instruction program to ensure that all students receive rigorous, aligned, consistent instruction. All students will engage in ST Math, a nonverbal program that builds problem solving skills while also developing a conceptual understanding of mathematics.	Direct Instruction	08/01/2014	06/30/2016	\$24000	Principal Instructional Coach Teachers
<b>Total</b>					\$24000	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Additional Staffing	Additional staffing provided to support large behavioral needs within the school setting	Behavioral Support Program	01/01/2014	06/30/2020	\$23000	SBDM Principal Assistant Principal
<b>Total</b>					\$23000	