Closing the Achievement Gap

New Haven 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:

•With Disability

Achievement Gap Summary

Describe the school's climate and culture.

New Haven Elementary is comprised of 847 Pre-K to 5th grade students. Our school has a multitude of cultural backgrounds, and a diverse population of ethnicities including Caucasian, Hispanic, African American, and Asian. We have a growing population of English Language Learners within our school community. The school has 3 district special education classrooms to meet the needs of preschool through fifth grade autism and severe language delay students within the district. New Haven also has the only Hearing impaired classroom for the district for students in grades k-5. The transient population is about 14% of the school, and the free and reduced rate is about 28%. The New Haven school community is very supportive and believes in a strong collaborative relationship between home and school. We have very active PTA and Tiger Dads groups who both have regular events to engage parents in the school community. There are a multitude of extra curricular clubs to engage families academically, physically, socially, and emotionally which include (but not limited to) Lego League, Odyssey of the Mind, Academic Team, Future Problem Solvers, STLP, basketball, cheerleading, running club, Media club, and Girls on the Run. The community is very collaborative and shares many of these roles with the teaching staff.

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

In order to reduce the achievement gap, the school has implemented several strategies to specifically target student needs. Faculty have used results of pre, formative, and common assessments, to plan for personalized instruction for student who have not achieved content mastery and for underperforming students. Students are benchmarked bi-weekly in reading &/or math and results are analyzed to differentiate instruction. Instructional modifications were implemented to address regular student data, Conceptual Math strategies were being implemented by all staff, and teachers continued to implement Marzano strategies into regular instruction. Another strategy implemented was to provide collaborative services for our ELL population; focusing on language acquisition as well as building content vocabulary. Staff also received training to support the refinement and implementation of diversity and equity on cultural responsiveness to social norms as the demographics continued to change.
Additionally, implementation of targeted interventions for at-risk students falling below the benchmark were established.

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

Although New Haven is making steps to close the achievement gap, some barriers that have prevented the school from closing the achievement gap include the changing demographics and the academic and social/emotional needs that students are coming to the school with. Our transient population has slightly increased, and students are enrolling with greater achievement gaps present. The RtI process has been beneficial, however programs need to be more specifically prescribed based on data and student needs. Students with disabilities have a wide range of needs that requires more specialized programing.

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

The district provides an instructional coach that supports professional development and instructional improvements for all teachers. The

district also provides an additional allocation of staffing that is used as a Response to Intervention specialist as per the strategic plan that specifically addresses students who do not meet benchmark in reading &/or math. A special education coordinator collaborates with staff as needed. The district FAST team collaborates with the school to reduce the number of truant students, and relay the importance of attendance and achievement. Support for training, implementing, monitoring, and communication of conflict resolution and PBIS strategies is given throughout the year.

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

All stakeholders are openly invited to analyze state achievement data through SBDM committees; addressing progress and needs of all student groups. Teachers from all vertical teams, as well as, parents sit on committees that review and contribute to the CSIP. Parents are invited to join SBDM committees in the FALL and regular meetings are held monthly. An informational meeting regarding Core Content and improving achievement is planned in the FALL to inform parents of the expectations and engage them in getting involved. Parent elections for SBDM are also highly encouraged to be a part of the school decision making, and overall school improvement.

Achievement Gap Diagnostic

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

Goal 1:

Increase achievement for all student groups so that the achievement gap increases from 31.4% PD in 2013 to 66.7% PD in 2017 as measured by New Haven Elementary's achievement data

Measurable Objective 1:

demonstrate a proficiency of 46.6% by 06/30/2014 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice, Progress Monitoring - Best Practice, Progress Monitoring

Category:

Research Cited:

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners	Academic Support Program	01/06/2014	12/19/2014	$0 - School Council Funds	FRC part-time staff, administration, Counselors, Team Leaders, Instructional Coach, Community/business/parent committee

Activity - Other- Attendance and Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise and implement the processes for addressing student attendance and truancy issues to include a mechanism to review data and progress.	Other	01/06/2014	05/29/2015	$0 - No Funding Required	Administration, FRC part-time staff, District FAST Team, Counselors

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will continue training, implementing, monitoring and communicating with all school community members the school Conflict Resolution (PBIS) and Emergency Plan, peer mediation, peacemaking, life skills, life-long guidelines and implement those practices teaching students. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Behavioral Support Program	01/06/2014	12/19/2014	$0 - No Funding Required	Administration, Executive Director of Student Services, Emergency Plan Committee, Behavior Specialist, Council

Activity - School Readiness & Early	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners; ensure availabitity of K readiness video to EC 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 which began 2013 (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.	Academic Support Program	01/06/2014	12/19/2014	$0 - District Funding	Director of Elementary Teaching and Learning, New Haven Staff, Principals

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with administration, teachers, council, parent representatives completing CIPL, Community/Business/Parent Committee and PTA to provide opportunities for family leadership and engagement modeled after the six objectives of Commissioner's Parents Advisory Council (CPAC) for improving student achievement.	Parent Involvement	01/06/2014	05/29/2015	$5000 - School Council Funds $500 - Other	Administration, Instructional Coach, FRC part-time staff, Counselors, Community/Business/Parent Committee

Strategy2:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

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Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across all classrooms. Provide training and support for regular, special education and ELL teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where is the use of effective collaboration; Identify the barriers of the school to effective collaboration; Provide training and support on collaboration to meet the individual needs of students in the school.	Academic Support Program	01/06/2014	06/30/2015	$0 - School Council Funds	Administration, Special Education Teachers, Instructional Coach, Team Leaders

Activity - Lanuguage Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies for language acquisition	Academic Support Program	01/06/2014	05/29/2015	$0 - No Funding Required	ELL Teacher, Administration, Instructional Coach

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Academic Support Program	01/06/2014	06/30/2015	$1000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Activity - Best Practice; Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff and vertical and horizontal curriculum committees will analyze student achievement by gap groups (KPREP); making ongoing modifications to instruction relative to the data; developing a bank of intervention strategies; identifying non-cognitive data such as attendance, behavior and retention; and ensuring the use of Marzano, 21st Century Skills, Project Based Learning and Conceptual Math strategies by all staff. Monitor Progress.	Academic Support Program	09/16/2013	12/19/2014	$2000 - School Council Funds	Administration, Instructional Coach, Team leaders, District Teaching and Learning Elementary Staff, School Council

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Activity - Best Practice; Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e. STAR reading and math, Dreambox math, STAR Early Literacy).	Academic Support Program	01/06/2014	06/30/2015	$0 - No Funding Required	Instructional Coaches, Administrators, Teachers

Strategy3:

Targeted Interventions - Targeted Interventions

Category:

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the RtI tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic,) and monitor progress of targeted students to ensure the implementation and effectiveness of such interventions (i.e. ARC and ATM meetings with appropriate data).	Academic Support Program	01/06/2014	05/29/2015	$1000 - School Council Funds	Administration, Council Members, RTI Teachers, Instructional Coach, behavior specialist

Activity - IEP Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Administration will provide support to teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (K-Prep, SWIS, etc); Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators, New Haven Administrators, school counselors, school behavior specialist	Academic Support Program	01/06/2014	05/29/2015	$0 - Other	District special eduation coordinators, New Haven administration, Counselors, Special Education Teachers

Activity - Interventions Not Meeting Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions (i.e. Dreambox, STAR data results, K-Prep data)	Academic Support Program	01/06/2014	12/19/2014	$0 - No Funding Required	Administration, Instructional Coaches, Teachers

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Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; students of poverty, homeless, and transient; specific strategies for students with disabilities.	Professional Learning	01/06/2014	12/19/2014	$1000 - School Council Funds	Administration, Instructional Coach

Goal 2:

Increase the averaged combined reading and math K-Prep scores for New Haven Elementary from 55.2% to 77.6% by 2017

Measurable Objective 1:

demonstrate a proficiency of 59.7% in the averaged combined reading and math scores by 06/30/2013 as measured by K-PREP scores .

Strategy1:

Curriculum and Assessment - utilize teacher teams

Category:

Research Cited:

Activity - Utilize Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Academic Support Program	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Team Leaders, Instructional Coach, Vertical and Horizontal Teams

Strategy2:

Best Practices; Progress Monitoring - Best Practices

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development of common assessments across all grade levels for all content areas and ensure assessments align with Common Core Standards focusing on the 4C's embedded in 21st century skills.	Academic Support Program	01/06/2014	06/30/2015	$1000 - School Council Funds	Administration, Instructional Coach, Team Leaders

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Activity - Techology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology, update BYOT policy and train all staff for technology implementation.	Academic Support Program	01/06/2014	06/30/2014	$6500 - Other	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, TRT

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded Marzano strategies; embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and communication skills both written and spoken; differentiation of instruction within units; formative and summative assessments to assure strategies are embedded in instruction to include feedback, data analysis, interventions, meeting the needs of ELL students, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; implementation of the Literacy and Math Design Collaborative models in grades 4-5 with modifications in grades K-3; enhance teachers content knowledge in areas with new and pending standards (i.e. P/L/Career Studies, A/H, Writing, K-3 programs, Science)	Professional Learning	01/06/2014	06/30/2015	$1000 - School Council Funds $5000 - Other	Administration, Instructional Coach, District Teaching and Learning Elementary Staff, Team Leaders

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a framework for the staff to train and use vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. All targeted students' growth/progress to be monitored to ensure the implementation and effectiveness of such enrichments/interventions. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Direct Instruction	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Team Leaders, Instructional Coach, District Teaching and Learning Elementary Staff

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox,Compass Learning, Learning Checks). Monitor implementation and student data results.	Direct Instruction	01/06/2014	05/29/2015	$0 - No Funding Required	Administrative team, Instructional Coach, Team Leaders

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of state/district/school curriculum, maps, and standards-based units of instruction aligned to Quality Core and College Readiness Standards. Include in the planning and instructional process a clear focus on 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, purposeful opportunities for students to use critical thinking, identify and investigate real world problems and possible solutions using creative thinking skills; work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Direct Instruction	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Instructional Coach, District Office Teaching and Learning Elementary Staff

Narrative:

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

Each SBDM committee will review the strategies and complete an implementation and impact check to address the achievement gap plan. This will be completed mid-year to be able to analyze the impact, and make revisions as needed. Administration team will review all strategies regularly to ensure all are being fully implemented with fidelity across all settings of the school and for all groups.

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

Goal 1:

Increase achievement for all student groups so that the achievement gap increases from 31.4% PD in 2013 to 66.7% PD in 2017 as measured by New Haven Elementary's achievement data

Measurable Objective 1:

demonstrate a proficiency of 46.6% by 06/30/2014 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

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New Haven Elementary School

Activity - Effective Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish protocol and procedures to expand the use of effective collaboration across all classrooms. Provide training and support for regular, special education and ELL teacher teams on effective collaboration implementing a monitoring system to assess continuous progress and inform instructional decisions for students with disabilities, ELL students, and Gifted students including but not limited to: Establish a baseline as to where is the use of effective collaboration; Identify the barriers of the school to effective collaboration; Provide training and support on collaboration to meet the individual needs of students in the school.	Academic Support Program	01/06/2014	06/30/2015	$0 - School Council Funds	Administration, Special Education Teachers, Instructional Coach, Team Leaders

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the refinement and implementation of diversity and equity awareness include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Academic Support Program	01/06/2014	06/30/2015	$1000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Activity - Lanuguage Acquisition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Explore and implement research-based strategies for language acquisition	Academic Support Program	01/06/2014	05/29/2015	$0 - No Funding Required	ELL Teacher, Administration, Instructional Coach

Activity - Best Practice; Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff and vertical and horizontal curriculum committees will analyze student achievement by gap groups (KPREP); making ongoing modifications to instruction relative to the data; developing a bank of intervention strategies; identifying non-cognitive data such as attendance, behavior and retention; and ensuring the use of Marzano, 21st Century Skills, Project Based Learning and Conceptual Math strategies by all staff. Monitor Progress.	Academic Support Program	09/16/2013	12/19/2014	$2000 - School Council Funds	Administration, Instructional Coach, Team leaders, District Teaching and Learning Elementary Staff, School Council

Strategy2:

Best Practice, Progress Monitoring - Best Practice, Progress Monitoring

Category:

Research Cited:

Closing the Achievement Gap

New Haven Elementary School

Activity - Other- Attendance and Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise and implement the processes for addressing student attendance and truancy issues to include a mechanism to review data and progress.	Other	01/06/2014	05/29/2015	$0 - No Funding Required	Administration, FRC part-time staff, District FAST Team, Counselors

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will continue training, implementing, monitoring and communicating with all school community members the school Conflict Resolution (PBIS) and Emergency Plan, peer mediation, peacemaking, life skills, life-long guidelines and implement those practices teaching students. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Behavioral Support Program	01/06/2014	12/19/2014	$0 - No Funding Required	Administration, Executive Director of Student Services, Emergency Plan Committee, Behavior Specialist, Council

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to provide training, resources and support to address barriers to learning, including but not limited to transience and access to health and social services in collaboration with community and parent/caregiver partners	Academic Support Program	01/06/2014	12/19/2014	$0 - School Council Funds	FRC part-time staff, administration, Counselors, Team Leaders, Instructional Coach, Community/business/parent committee

Activity - Family Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to work with administration, teachers, council, parent representatives completing CIPL, Community/Business/Parent Committee and PTA to provide opportunities for family leadership and engagement modeled after the six objectives of Commissioner's Parents Advisory Council (CPAC) for improving student achievement.	Parent Involvement	01/06/2014	05/29/2015	$5000 - School Council Funds $500 - Other	Administration, Instructional Coach, FRC part-time staff, Counselors, Community/Business/Parent Committee

Activity - School Readiness & Early	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners; ensure availability of K readiness video to EC 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 which began 2013 (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.	Academic Support Program	01/06/2014	12/19/2014	$0 - District Funding	Director of Elementary Teaching and Learning, New Haven Staff, Principals

Strategy3:

Targeted Interventions - Targeted Interventions

Category:

Research Cited:

Activity - Interventions Not Meeting Benchmarks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of interventions for students who did not meet benchmarks and other student level evaluation data for the purpose of specifying targeted interventions (i.e. Dreambox, STAR data results, K-Prep data)	Academic Support Program	01/06/2014	12/19/2014	$0 - No Funding Required	Administration, Instructional Coaches, Teachers

Activity - IEP Aligned with Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and School Administration will provide support to teachers in the development of Individual Educational Plans aligned with the Common Core State Standards and behavioral expectations: Analyze student data (K-Prep, SWIS, etc); Use data analysis to plan, review and revise instruction; Monitor implementation via special education coordinators, New Haven Administrators, school counselors, school behavior specialist	Academic Support Program	01/06/2014	05/29/2015	$0 - Other	District special eduation coordinators, New Haven administration, Counselors, Special Education Teachers

Activity - Students from Diverse Backgrounds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish, implement, and monitor professional learning in research based strategies for students from diverse backgrounds including: Language and content objectives for ELLs; students of poverty, homeless, and transient; specific strategies for students with disabilities.	Professional Learning	01/06/2014	12/19/2014	$1000 - School Council Funds	Administration, Instructional Coach

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the RtI tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic,) and monitor progress of targeted students to ensure the implementation and effectiveness of such interventions (i.e. ARC and ATM meetings with appropriate data).	Academic Support Program	01/06/2014	05/29/2015	$1000 - School Council Funds	Administration, Council Members, RTI Teachers, Instructional Coach, behavior specialist

Goal 2:

Increase the averaged combined reading and math K-Prep scores for New Haven Elementary from 55.2% to 77.6% by 2017

Measurable Objective 1:

demonstrate a proficiency of 59.7% in the averaged combined reading and math scores by 06/30/2013 as measured by K-PREP scores .

Strategy1:

Curriculum and Assessment - utilize teacher teams

Category:

Research Cited:

Activity - Utilize Teacher Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Academic Support Program	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Team Leaders, Instructional Coach, Vertical and Horizontal Teams

Strategy2:

Transition - Transitions of students

Category:

Research Cited:

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Activity - Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue transition activities for students advancing from one level to another i.e. pre-school to primary, primary to intermediate, 5th grade to 6th	Other	01/06/2014	09/01/2014	$500 - School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers

Strategy3:

Program Review - Program Review

Category:

Research Cited:

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue a process for program review in the areas of P/L, A/H, Writing, K-3 programs, where results of all program reviews are reviewed, rationales are established, feedback is given throughout the process, and improvements are made in implementing the proficiency of content integration in all these areas.	Academic Support Program	01/23/2013	01/05/2015	$1000 - School Council Funds	Administration, Council, Program Review Coordinators

Strategy4:

Best Practices; Progress Monitoring - Best Practices

Category:

Research Cited:

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide a framework for the staff to train and use vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. All targeted students' growth/progress to be monitored to ensure the implementation and effectiveness of such enrichments/interventions. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Direct Instruction	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Team Leaders, Instructional Coach, District Teaching and Learning Elementary Staff

Activity - Techology Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology, update BYOT policy and train all staff for technology implementation.	Academic Support Program	01/06/2014	06/30/2014	$6500 - Other	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, TRT

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded Marzano strategies; embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and communication skills both written and spoken; differentiation of instruction within units; formative and summative assessments to assure strategies are embedded in instruction to include feedback, data analysis, interventions, meeting the needs of ELL students, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy; implementation of the Literacy and Math Design Collaborative models in grades 4-5 with modifications in grades K-3; enhance teachers content knowledge in areas with new and pending standards (i.e. P/L/Career Studies, A/H, Writing, K-3 programs, Science)	Professional Learning	01/06/2014	06/30/2015	$5000 - Other $1000 - School Council Funds	Administration, Instructional Coach, District Teaching and Learning Elementary Staff, Team Leaders

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of state/district/school curriculum, maps, and standards-based units of instruction aligned to Quality Core and College Readiness Standards. Include in the planning and instructional process a clear focus on 21st century skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, purposeful opportunities for students to use critical thinking, identify and investigate real world problems and possible solutions using creative thinking skills; work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Direct Instruction	01/06/2014	06/30/2015	$0 - No Funding Required	Administration, Instructional Coach, District Office Teaching and Learning Elementary Staff

Activity - Use of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox,Compass Learning, Learning Checks). Monitor implementation and student data results.	Direct Instruction	01/06/2014	05/29/2015	$0 - No Funding Required	Administrative team, Instructional Coach, Team Leaders

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development of common assessments across all grade levels for all content areas and ensure assessments align with Common Core Standards focusing on the 4C's embedded in 21st century skills.	Academic Support Program	01/06/2014	06/30/2015	$1000 - School Council Funds	Administration, Instructional Coach, Team Leaders

Goal 3:

Increase percent of effective teachers and leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2014 as measured by the PGES.

Strategy1:

Professional Growth and Effectiveness System - Pilot Program

Category:

Research Cited: MET Project

Activity - Teacher and Principal Pilot	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Assistant Principal will become certified by Teachscape and prepare for implementation. Our school will create a pilot team of teachers (that meets the KDE minimum requirement) to participate in the teacher pilot and the Principal and Assistant Principal will participate in the Principal Pilot.	Professional Learning	06/01/2013	06/30/2014	$0 - Title II Part A	Principal and Assistant Principal

Strategy2:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category:

Research Cited: Danielson Model

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	08/19/2013	06/30/2014	$1000 - School Council Funds	Principal, Assistant Principal, Instructional Coach and Pilot Teachers

Strategy3:

Full implementation for 2014-15 - Full implementation for 2014-15

Category:

Research Cited: Danielson Framework

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 2013-2014 school year, the school will create a plan for building teacher capacity in preparation for full implementation of the new teacher evaluation system.	Other	08/13/2013	06/30/2014	$500 - School Council Funds	Principal, Assistant Principal, Instructional Coach and Pilot Teachers

Narrative:

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

In order to remove barriers that prevent New Haven from closing the achievement gap we will establish and sustain strong professional learning communities at each grade to provide the foundational scaffold needed to address academic needs. Focus will be on specific instructional strategies that will be implemented across grade level teams. Focus on specifically prescribed interventions will continue, as well as, professional development to build knowledge and strategies to address transient population needs. Collaboration between ELL teachers and faculty will remain a focus to increase language acquisition. Special Education teachers will continue to work with staff to address IEP goals, and focus on specific student needs.

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)
- •Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- •Parent engagement with students in the classroom or during school activities

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
- With Disability
- Free/Reduced Price Meals
- Limited English Proficiency
- Male
- Female
- White
- Asian

Achievement Gap Summary

Describe the school's climate and culture.

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

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

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

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

Achievement Gap Diagnostic

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

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

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:

2016 CSIP

Overview

Plan Name

2016 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math KPREP proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2015 to 53.7% in 2017	Objectives: 1 Strategies: 3 Activities: 12	Organizational	$29750
2	Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	$33500
3	Reduce the percent of novice performers in both reading and math by 2020.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	$5500

| Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students. | Academic Support Program, Professional Learning, Policy and Process | 07/01/2015 | 12/31/2016 | $1000 | Grant Funds | Administration, Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher |

Activity - Diversity and Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the refinement and implementation of diversity and equity awareness through professional trainings; include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/31/2016	$500	School Council Funds	Administration, Instructional Coach, Team Leaders, ELL teacher

Activity - Lanuguage Acquisition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	$1500	School Council Funds	EL Teacher, Administration, Instructional Coach, EL Coordinator

Strategy 2:

Targeted Interventions - Interventions and programs that specifically address academic, social, and behavioral expectations will be implemented with fidelity. Specified staff will be trained on implementation and monitoring.

Category: Integrated Methods for Learning

Research Cited: FCRR ,Marzano, Danielson

Activity - Interventions for Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie:, STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	$2000	School Council Funds	Administration, Instructional Coach, Teachers, Itinerant Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Academic Support Program, Tutoring	01/01/2016	12/30/2016	$20000	Grant Funds	Administration, ESS Coordinator, Teachers

Strategy 3:

Best Practice Training and Preparation - Strategies for overcoming potential barriers

Category: Learning Systems

Research Cited:

Activity - School Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with families and community members to ensure all children experience an effective transition to school entry by gathering any transition data from district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Academic Support Program, Parent Involvement, Policy and Process	01/01/2016	12/31/2016	$750	School Council Funds	Administration, counselors, teaching staff, Nurse, Instructional Coach

Activity - Barriers to Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	$500	School Council Funds	Administration, Counselors, Team Leaders, Instructional Coach, Nurse

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Behavioral Support Program, Direct Instruction, Policy and Process	01/01/2016	12/31/2016	$500	School Council Funds	Administration, PBIS Committee, Behavior Specialist, SBDM Council, Counselors

Activity - Family Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community. | Community Engagement, Parent Involvement | 01/01/2016 | 12/31/2016 | $2500 | School Council Funds | Administration, Instructional Coach, Counselors, SBDM Committees, District Coordinators |

Activity - Other- Attendance and Truancy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the processes for addressing student attendance and truancy issues through systematic communication and documentation with identified stakeholders.	Other	01/01/2016	12/31/2016	$0	No Funding Required	Administration, District FAST Team, Counselors, Attendance Clerk

Goal 2: Increase the average combined reading and math KPREP proficiency for students in grades 3-5 from 58.3% in 2015 to 67.6% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 63% in the averaged combined reading and math scores by 06/30/2016 as measured by K-PREP scores .

Strategy 1:

Program Review - Program Review Committee will work collaboratively to monitor and guide data collection.

Category: Learning Systems

Research Cited: KPREP research based data for instituting the PR

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Academic Support Program, Policy and Process, Extra Curricular	01/01/2016	12/30/2016	$1000	School Council Funds	Administration, Council, Program Review Leads, SBDM PR committee

Strategy 2:

Transition - Transitions of students

Category: Learning Systems

Activity - Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Academic Support Program, Behavioral Support Program	01/01/2016	12/30/2016	$1000	School Council Funds	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.

Strategy 3:

Curriculum and Assessment Alignment - Best Practice integration cross-curricularly.

Category: Learning Systems

Research Cited: KPREP research based data

Activity - Techology Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Academic Support Program, Professional Learning, Policy and Process, Technology	01/01/2016	12/30/2016	$18000	KETS, School Council Funds	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Academic Support Program, Professional Learning	01/01/2016	12/30/2016	$1000	School Council Funds	Administration, Instructional Coach, Teachers

Activity - Use of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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| Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc. | Direct Instruction | 01/01/2016 | 12/30/2016 | $0 | No Funding Required | Administrative team, Instructional Coach, Teachers |

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	$0	No Funding Required	Administration, Instructional Coach, Vertical Teams

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Field Trip, Academic Support Program, Direct Instruction, Extra Curricular	01/01/2016	12/30/2016	$1500	School Council Funds	Administration, Teachers, Instructional Coach, GT Coorinator

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy;enhance teachers content knowledge in areas with new and pending standards.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/30/2016	$7000	School Council Funds, Grant Funds	Administration, Instructional Coach, Teacher Leaders

Activity - Math Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	$2500	School Council Funds	Administration, Instructional Coach, Team leaders, Teachers

Activity - Reading Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program. | Academic Support Program | 01/01/2016 | 12/30/2016 | $1500 | Grant Funds | Administration, District Personnel, Instructional Coach, Teacher Leaders |

Goal 3: Reduce the percent of novice performers in both reading and math by 2020.

Measurable Objective 1:

demonstrate a proficiency by decreasing novice performance by 10% in reading and math for all students. by 06/01/2016 as measured by the KPREP.

Strategy 1:

Curriculum and Assessment - utilize teacher teams

Category:

Activity - Utilize Teacher Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Academic Support Program, Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Administration, Team Leaders, Instructional Coach, Vertical and Horizontal Teams

Activity - Standards Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teams will work collaboratively to create long range plans that address all standards throughout the year. Long range plans will also be looked at vertically to make sure that all standards are being addressed with fidelity k-5.	Academic Support Program, Professional Learning	01/01/2016	12/31/2016	$0	No Funding Required	Teachers, Team Leaders, Administration, Instructional Coach

Strategy 2:

Collaborative Work - Support effective and efficient working relationships to increase communication and professionalism, and increase collaborative work to support student growth.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Team Building	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for teams to work collaboratively in building strong working relationships and open communication skills. Opportunities may include activities and events to promote communication, relationships, collaboration, and team building.	Professional Learning, Recruitment and Retention	01/01/2016	12/30/2016	$5000	School Council Funds	Administration, Instructional coach, other

Strategy 3:

Educator Recruitment - Improve recruitment and hiring of educators by improving recruitment and hiring practices; expanding search of teachers with a wide variety of experiences that can meet the needs of diverse populations within the school.

Category: Human Capital Management

Research Cited: white paper

Activity - Hiring Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborate with a variety of stakeholders to develop interview rubrics that align with the specific needs of positions. Teams of stakeholders will review the rubrics and then present to SBDM for approval.	Career Preparation/Orientation, Policy and Process, Recruitment and Retention	01/01/2016	12/31/2016	$0	No Funding Required	SBDM committees, Administration, SBDM council, Team leaders

Strategy 4:

Co-Teaching Collaboration - Increase opportunities for co-teaching withing classrooms, and provide additional professional support to implement co-teaching strategies to support the reduction of novice learners.

Category: Professional Learning & Support

Activity - Co-teaching Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Provide professional development that focuses on co-teaching strategies, and allow opportunities within the master schedule for co-teaching opportunities for all students.	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	01/01/2016	12/31/2016	$500	School Council Funds	SBDM council, Administration, EL itinerant, Instructional Coach, Special Education

Strategy 5:

Academic Support Continuum - Maintain consistent PLCs through out the year, that focus on data analysis of a variety of student assessments to monitor growth and

progress for all students.

Category: Professional Learning & Support

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine a consistent meeting day at least once a month that allows for educators to analyze student data and discuss growth and student needs to increase proficiency in the areas of literacy and numeracy.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/31/2016	$0	No Funding Required	Teachers, Team Leaders, Administration

Activity - Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify teach leaders in content areas to provide additional professional support and assistance in the implementation of best instructional practices that effectively increase student growth and proficiency.	Academic Support Program, Behavioral Support Program, Professional Learning, Recruitment and Retention	01/01/2016	12/31/2016	$0	No Funding Required	Administration, Instructional Coach.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Leaders	Identify teach leaders in content areas to provide additional professional support and assistance in the implementation of best instructional practices that effectively increase student growth and proficiency.	Academic Support Program, Behavioral Support Program, Professional Learning, Recruitment and Retention	01/01/2016	12/31/2016	$0	Administration, Instructional Coach.
Other- Attendance and Truancy	Continue to implement the processes for addressing student attendance and truancy issues through systematic communication and documentation with identified stakeholders.	Other	01/01/2016	12/31/2016	$0	Administration, District FAST Team, Counselors, Attendance Clerk
Team Meetings	Determine a consistent meeting day at least once a month that allows for educators to analyze student data and discuss growth and student needs to increase proficiency in the areas of literacy and numeracy.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/31/2016	$0	Teachers, Team Leaders, Administration
Progress Monitoring	Use results of pre, formative, 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 to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress (i.e.: includes but not limited to:STAR reading and math, Dreambox, MobyMax, STAR Early Literacy).	Academic Support Program	01/01/2016	12/31/2016	$0	Administration, Instructional Coach, Teachers

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Utilize Teacher Teams	All staff will attend PD with vertical and horizontal collaboration and continue to expand the use of teacher teams (i.e. PLC, Data Teams, Vertical/Horizontal- Planning teams, etc.) to drive instructional decisions and enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Academic Support Program, Professional Learning	01/01/2016	12/31/2016	$0	Administration, Team Leaders, Instructional Coach, Vertical and Horizontal Teams
Curriculum Alignment	Teachers will continue to revise yearly a long range plan that includes KCAS, college, career readiness standards, and 21st century skills. Review by vertical teams to ensure curriculum alignment by all grade levels.	Direct Instruction	01/01/2016	12/30/2016	$0	Administration, Instructional Coach, Vertical Teams
Standards Alignment	Teams will work collaboratively to create long range plans that address all standards throughout the year. Long range plans will also be looked at vertically to make sure that all standards are being addressed with fidelity k-5.	Academic Support Program, Professional Learning	01/01/2016	12/31/2016	$0	Teachers, Team Leaders, Administration, Instructional Coach
Hiring Practices	Collaborate with a variety of stakeholders to develop interview rubrics that align with the specific needs of positions. Teams of stakeholders will review the rubrics and then present to SBDM for approval.	Career Preparation/Orientation, Policy and Process, Recruitment and Retention	01/01/2016	12/31/2016	$0	SBDM committees, Administration, SBDM council, Team leaders
Use of Data	Ensure teacher teams are using results from KPREP, common formative and summative assessments, interim assessments, and progress monitoring to drive instructional practice (i.e. STAR, Dreambox, common assessment, universal screeners). Monitor implementation and student data results through PLCs, walk-throughs, reflective conversations, etc.	Direct Instruction	01/01/2016	12/30/2016	$0	Administrative team, Instructional Coach, Teachers
				Total	$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions for Student Progress	Interventions will be explored and implemented with fidelity for students who do not meet academic, social, and / or behavioral expectations. Specified staff will be trained in implementation and will monitor student progress through an universal screener. (ie:, STAR, EasyCBM, IC, etc.)	Academic Support Program	01/01/2016	12/31/2016	$2000	Administration, Instructional Coach, Teachers, Itinerant Staff

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High Achieving Students	Support the staff in the use of vertical and horizontal acceleration of content as appropriate for students who have shown mastery through formative assessments. Instructional activities will be designed to allow students to demonstrate high level learning through the use of project and performance based instruction.	Field Trip, Academic Support Program, Direct Instruction, Extra Curricular	01/01/2016	12/30/2016	$1500	Administration, Teachers, Instructional Coach, GT Coorinator
Professional Learning	Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy;enhance teachers content knowledge in areas with new and pending standards.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/30/2016	$2000	Administration, Instructional Coach, Teacher Leaders
Lanuguage Acquisition	Explore and implement research-based strategies and programming for language acquisition.	Academic Support Program	01/01/2016	12/28/2016	$1500	EL Teacher, Administration, Instructional Coach, EL Coordinator
Co-teaching Strategies	Provide professional development that focuses on co-teaching strategies, and allow opportunities within the master schedule for co-teaching opportunities for all students.	Academic Support Program, Behavioral Support Program, Professional Learning, Direct Instruction	01/01/2016	12/31/2016	$500	SBDM council, Administration, EL itinerant, Instructional Coach, Special Education
Team Building	Provide opportunities for teams to work collaboratively in building strong working relationships and open communication skills. Opportunities may include activities and events to promote communication, relationships, collaboration, and team building.	Professional Learning, Recruitment and Retention	01/01/2016	12/30/2016	$5000	Administration, Instructional coach, other
Techology Tools	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Academic Support Program, Professional Learning, Policy and Process, Technology	01/01/2016	12/30/2016	$11500	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM

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Diversity and Equity	Support the refinement and implementation of diversity and equity awareness through professional trainings; include training for staff on cultural responsiveness to social norms as demographics in our data continually change.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/31/2016	$500	Administration, Instructional Coach, Team Leaders, ELL teacher
Transition	Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (i.e. pre-school to primary, primary to intermediate, 5th grade to 6th). Activities may include vertical team conversations, invitation to middle school personnel to attend transition meetings and events, "meet the teacher" events, readiness programs, parent informational meetings, etc.	Academic Support Program, Behavioral Support Program	01/01/2016	12/30/2016	$1000	Administration, Counselors, pre-school teacher, kindergarten teachers, 5th grade teachers, Middle school contacts, instructional specialists.
PBIS	All staff will continue to collaboratively implement, monitor, and communicate the school Conflict Resolution (PBIS) and Emergency Plan with school stakeholders. In addition peer mediation, life skills, character education skills will be taught and practices implemented within the classroom. Attendance will be documented through sign-in sheets and implementation will be documented on lesson plans.	Behavioral Support Program, Direct Instruction, Policy and Process	01/01/2016	12/31/2016	$500	Administration, PBIS Committee, Behavior Specialist, SBDM Council, Counselors
Family Engagement	Continue to work with administration, teachers, council, parent representatives completing G-CIPL, PTA, and community stakeholders to provide opportunities for family leadership and engagement within the school community.	Community Engagement, Parent Involvement	01/01/2016	12/31/2016	$2500	Administration, Instructional Coach, Counselors, SBDM Committees, District Coordinators
Data Analysis	School staff and SBDM committees will analyze student achievement by gap groups; making ongoing modifications to instruction relative to the data. Teams will make recommendations based on the implementation and impact analysis and report to the SBDM council.	Academic Support Program	09/01/2015	06/30/2016	$500	Administration, Instructional Coach, Team leaders, School Council, SBDM committees
Common Assessments	Continue utilize common assessments across all grade levels for reading and math aligning with Common Core Standards and monitoring student mastery of those standards.; Teams that have grade level SGG's will utilize common measures to monitor progress toward SGG.	Academic Support Program, Professional Learning	01/01/2016	12/30/2016	$1000	Administration, Instructional Coach, Teachers

Program Review Committee	A SBDM Program Review Committee, formed of representatives from various grade levels and specialties, will collaborate to analyze, implement, and recommend various programs or strategies to improve instruction within the school that will enhance student learning and will have a positive impact on student achievement. Representatives will work together to collect evidence in all program review areas, and discuss the evidence as it applies to the PR rubrics. Program Review Leads will present information to the SBDM council.	Academic Support Program, Policy and Process, Extra Curricular	01/01/2016	12/30/2016	$1000	Administration, Council, Program Review Leads, SBDM PR committee
Barriers to Learning	Continue to provide resources and support to address barriers to learning, but not limited to transiency and access to health and social services in collaboration with community and parent/caregiver partners.	Academic Support Program	01/01/2016	12/28/2016	$500	Administration, Counselors, Team Leaders, Instructional Coach, Nurse
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 district EC education experiences to get to know the incoming K learners (early registration and screenings); assessing all kindergarteners at school entry with the common statewide screener (BRIGANCE); analyze data from the screener and multiple assessments to create a learning plan that will address student academic needs.	Academic Support Program, Parent Involvement, Policy and Process	01/01/2016	12/31/2016	$750	Administration, counselors, teaching staff, Nurse, Instructional Coach
Math Implementation	Training and support will be given to teachers for school wide implementation of the program to fidelity. Teams will meet to analyze progress, and determine professional needs and support. Implementation will be monitored through walk-throughs, evaluation of student data, and PLCs.	Academic Support Program	01/01/2016	12/30/2016	$2500	Administration, Instructional Coach, Team leaders, Teachers
				Total	$34750	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Provide modeling, embedded PD, and training to support: embedded best practice strategies; embedded 21st Century Skills; differentiation of instruction; formative and summative assessments; the needs of Gap groups, recognize and respond to academic and nonacademic barriers to learning; enhance teachers' content knowledge especially in the areas of literacy and numeracy;enhance teachers content knowledge in areas with new and pending standards.	Academic Support Program, Professional Learning, Policy and Process	01/01/2016	12/30/2016	$5000	Administration, Instructional Coach, Teacher Leaders

Closing the Achievement Gap

New Haven Elementary School

Effective Collaboration	Provide training and support for regular and special education teams on effective collaboration, implementing a monitoring system to assess continuous progress, and inform instructional decisions for students with disabilities, ELL, and gifted students.	Academic Support Program, Professional Learning, Policy and Process	07/01/2015	12/31/2016	$1000	Administration, Special Education Teachers, Instructional Coach, Team Leaders, Gifted Services Coordinator, ELL Teacher
Extended School Services	Provide an opportunity for students who are academically at-risk in reading and / or math to attend extended school services.	Academic Support Program, Tutoring	01/01/2016	12/30/2016	$20000	Administration, ESS Coordinator, Teachers
Reading Implementation	Training and support will be given to teachers for school wide implementation of the school / district adopted literacy program.	Academic Support Program	01/01/2016	12/30/2016	$1500	Administration, District Personnel, Instructional Coach, Teacher Leaders
				Total	$27500	

KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Techology Tools	Provide all students the opportunity to explore and utilize technology tools and applications effectively and productively and continue to update school technology. Implement the district one to one technology plan for intermediate students, and train all staff for technology implementation. Provide on-going support for staff needs.	Academic Support Program, Professional Learning, Policy and Process, Technology	01/01/2016	12/30/2016	$6500	Administration, Technology Teacher, STC, Instructional Coach, Technology Committee, SBDM
				Total	$6500	