



Closing the Achievement Gap

North Pointe 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
- Free/Reduced Price Meals

Achievement Gap Summary

Describe the school's climate and culture.

North Pointe has been a high achieving school for many years. As a staff we have been working toward developing the 4C's (Communication, Creativity, Critical Thinking and Collaboration) with teachers and students. As a staff we have developed four Core Values that define what we hold most valuable as an organization. They are:

1. We make decisions based upon what is right for students.
2. Every child is challenged to reach his or her fullest potential.
3. We guide students to take ownership of their learning.
4. We will engage the community in collaboration.

The teachers and staff are determined to provide the best quality education for students by looking at individual needs. We have structures and processes in place to meet the needs of our students maximizing the resources that are available to utilize.

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

As a school we have implemented a Response to Intervention System. That system and structure helps to ensure that students in the Gap Group do not fall between the cracks and grow academically to catch up to their peers. Using STAR test data and other progress monitoring tools, the staff gets together quarterly to review the progress and interventions used for students in all the Tiers of RTI. As a team we make decisions about the interventions and their effectiveness for Gap Students and Non Gap students.

The structure of the school day includes Core Extension time for Reading and Math. This time is used to extend the learning for students that need enrichment and provide extra time and support on the core instruction for students that need support. During core extensions the classroom teachers often meet in small groups to assess and diagnose problems in students learning and provide interventions to help catch students up to their peers. Students in grades 3-5 that are struggling to meet benchmarks in reading are assigned a One to One reading coach. We have about 30 One to One volunteer reading coaches that undergo a 6 hour literacy training to help deliver help and support to students that need assistance. The SBDM at North Pointe chooses to use SBDM funds to pay for a Reading Interventionist and a Math Interventionist to help and support students in the Gap group. Both teachers help to provide interventions (fluency probes and monitoring, small group written expression interventions, ect..) in a collaborative setting in the classrooms and with pulling students out to deliver interventions.

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

There are many reasons that students do not close the achievement gap. One of them that is happening more and more frequently is that students are coming into North Pointe with bigger and bigger gaps in their learning. Our Brigance data is quantitative proof that this is happening. The Brigance scores for entering Kindergarten students not ready is up 17 percent from 4 years ago. The scores have gone down consistently for the last four year. More students are entering kindergarten less prepared for the start of school. Students on free and reduced lunch have been performing below the rest of the school. Our number of free and reduced students has increased over the last 4 years from 18% to about 23%.

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

Goal number two of the NPE CSIP states:

Increase achievement for all student groups at North Pointe so that the PD% in gap groups increases from 46.2%(Reading and Math) to 73.1%PD in 2017 as measured by North Pointe's achievement data.

Strategy number 3 in the CSIP is to provide professional development. The district and North Pointe have collaborated to provided a variety of professional development opportunities for teachers to help close the achievement gap for students including: Understanding by Design training, NGSS training, Literacy Studio, Science Leadership, Science Fishbowl, MDC, LDC, STAR instructional planning, Writing training, PBIS, Science Framework, TPGES, Accelerated Reader Best Practices training.

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

Every year the North Pointe SBDM reviews the CSIP plan and approves the draft version in a formal meeting. Once the draft has been reviewed and approved it is posted on the school web site for public viewing. In the months leading up to the approval, there is continuous development and refinement of the CSIP. Teacher team leaders are asked to review the CSIP and provide feedback to help guide the process of refinement. In weekly PLC meetings with teachers and at ATM meetings we address strengths and weaknesses in best practices to help improve instruction for Gap students and include those changes in the CSIP.

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 K-Prep scores from 61.2 (Spring 2015) to 84.2 by Spring of 2018

Measurable Objective 1:

demonstrate a proficiency of 77.8% by 06/01/2017 as measured by KPREP Reading and Math.

Strategy1:

Benchmark Literacy - The use of Benchmark Literacy will improve the quality of instruction for all students by developing a consistency and common language across grade levels for Guided Reading.

Category: Continuous Improvement

Research Cited: Guided Reading, Benchmark Literacy

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers and administration will collect, compare and analyze formative and summative assessment data in Benchmark. They will use that data to drive implementation choices for ELA instruction.	Direct Instruction	08/10/2015	08/14/2017	\$2000 - School Council Funds	Grade level teams. Administration Instructional Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement of Benchmark Literacy instruction through embedded grade level professional development in the PLC meetings.	Professional Learning	08/10/2015	08/14/2017	\$3000 - School Council Funds \$0 - District Funding	Teachers Instructional Coach Administrators

Strategy2:

Metacognitive Strategies - We will teach teachers and students to use the language of understanding when engaging in discourse about their thinking and learning. Professional Development will be ongoing and structured to work with the roll out of Eureka Math and Benchmark Literacy.

Category: Integrated Methods for Learning

Research Cited: Meta-Cognitive Strategies and thinking.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide ongoing training for implementation of meta-cognitive strategies in the classroom and through PLC meetings.	Direct Instruction	08/10/2015	08/07/2017	\$500 - School Council Funds	Teachers, Instructional Coach, Administrators

Activity - Instructional Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide modeling and teacher support of on going meta-cognitive strategies.	Direct Instruction	08/03/2015	08/07/2017	\$1000 - School Council Funds	Teachers, Instructional Coach, Administrators, District Learning Support Services

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the Northern Kentucky Co-operative For Educational Support to provide on going support for the use of meta-cognitive strategies in the classroom.	Professional Learning	08/03/2015	08/07/2017	\$5000 - District Funding	Teachers, Instructional Coach, Administrators, Co-Op

Strategy3:

Eureka Math - We will use Eureka Math to provide a framework to develop conceptual mathematics and relevance for our students to strengthen their foundational math understanding.

Category: Learning Systems

Research Cited: Eureka Math, Common Core Mathematics Standards

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide training on conceptual building blocks. Building representatives will disseminate information to staff member at bi-monthly staff meetings.	Professional Learning	10/05/2015	08/07/2017	\$2000 - District Funding	District Learning Support Services, Teachers, Instructional Coach, Administrators

Activity - Math Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to support academic growth in Mathematics, math fact fluency will be a focus at all grade levels. Fluency checks will be given weekly at all grade levels. Grade level goal setting will be set and student that achieve the goals will be celebrated. Flash card will be provided at all lunch tables, in the classrooms and near the restrooms.	Academic Support Program	08/03/2015	08/07/2017	\$1000 - School Council Funds	Teachers, Instructional Coach, Administrators

Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administration and instructional coach will work on best practices surrounding conceptual math and Eureka Math implementation.	Professional Learning	08/03/2015	08/07/2017	\$2000 - School Council Funds \$1000 - District Funding	Teachers, Instructional Coach, Administrators

Goal 2:

SY 2016-2017

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Increase achievement for all student groups at North Pointe so that the PD% in gap groups increases from 30.2% (Spring 2015) for Reading and Math to 72.3% PD (Spring 2018) as measured by North Pointe's achievement data.

Measurable Objective 1:

demonstrate a proficiency of 61.2% in combined Reading and Math within the achievement gap subgroups by 06/01/2017 as measured by North Pointe KPREP achievement data.

Strategy1:

Gap Group Task Force - The Gap Group Task Force will meet to identify and discuss subgroup performance and determine next steps in closing the gap between gap group students and non gap group students. The task force will use data to drive their decisions and will lead the staff in implementing activities.

Category: Persistence to Graduation

Research Cited: Poverty and learning

Activity - Poverty Simulations and Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will continue their learning opportunities focused on poverty based on the book by Ruby Payne The Framework For Understanding Poverty and Eric Jenson's book Engaging Students with Poverty In Mind. There will be embedded PD and district provided PD for staff members to better understand the correlation between poverty and academic struggle.	Professional Learning	08/03/2015	08/07/2017	\$2000 - School Council Funds \$2000 - District Funding	teachers, instructional coach, administrators, District staff

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will engage community partners in closing the achievement gap. We will utilize community resources through One-to-One Program for math and reading and Lunch Buddies.	Community Engagement	08/14/2017	08/14/2017	\$1000 - General Fund	Administration and Interventionists

Activity - Identification of Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gap Group task force will meet to discuss Gap Group students and their academic progress. Task force will determine individual student needs and ensure the school is taking steps to meet those needs.	Other - Focus on specific group of students	08/10/2015	08/14/2017	\$800 - General Fund	Gap Group Task force members, classroom teachers, administrators

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Activity - 7 Habits Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage staff in book study and reflection of Stephen Covey's The 7 Habits of Highly Effective People. Staff will use the language of the habits to maintain ongoing discussion of gap group students and families. Additionally, staff will be encouraged to integrate the ideas from the book study in supporting students to gain ownership of their learning.	Professional Learning Other	11/02/2015	08/15/2016	\$500 - School Council Funds	all staff

Strategy2:

Response to Intervention Model - We will use RTI to ensure that students at the bottom 20 percent are making progress and developing skills to achieve at higher levels in the classroom setting. We will meet student needs through ongoing assessments and progress monitoring students in order to drive instruction.

Category: Learning Systems

Research Cited: 3 tiered model for response to intervention. ATM meetings to ensure student progress.

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide opportunities for students to extend their instructional day by meeting with them before school and after school with certified teachers, math and reading interventionists.	Direct Instruction	08/10/2015	08/07/2017	\$8000 - General Fund	teachers, instructional coach, RTI staff, administrators

Activity - Individualized Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student instruction is individualized based on formative assessment data. When performing within the bottom 20% of the school's population, students are moved into a Tier 2 or 3 status. Intervention is provided by highly skilled instructors and is driven by specific student need.	Direct Instruction	08/10/2015	08/07/2017	\$3000 - General Fund	Intervention staff, classroom teachers, administration, instructional coach

Activity - Quarterly ATM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet to discuss individual student needs and progress toward academic goals. Decisions will be made after analysis of progress monitoring and classroom data.	Academic Support Program	08/10/2015	08/07/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, teachers.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents that attend the Kindergarten Orientation will receive a packet of information and resources to help prepare their student for entering Kindergarten. They will be given information on the START NOW early literacy campaign and encouraged to seek modeling strategies for early numeracy and literacy. Brigance scores will be shared with parents when the data is available.	Parent Involvement	08/10/2015	08/07/2017	\$5000 - District Funding	K teachers, administration, para-educators, parents and Instructional Coach

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Goal 3:

Increase the percentage of effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders. by 12/29/2017 as measured by The teacher and principal evaluation system..

Strategy1:

TELL Survey Data - NPE will use data gathered from KY TELL Survey to set goals for improved school climate.

Category: Continuous Improvement

Research Cited: KDE, Anthony Muhammed

Activity - Administration Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will review results from KY TELL data. Areas of growth will be prioritized based on results. Next steps will be determined and implemented utilizing appropriate staff and resources.	Policy and Process Recruitment and Retention	10/30/2015	10/30/2017	\$2000 - School Council Funds	Administrators, SBDM members, appropriate staff as indicated by data

Strategy2:

7 Habits for Highly Effective People Book Study - Create teacher learning environment that fosters discourse and collaboration centered around effective professional and personal relationships and enhanced communication.

Category: Professional Learning & Support

Research Cited: Covey and Hattie research on the impact of productive collaboration

Activity - Small Group Breakout Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to the online platform, staff will participate in small group PLC discussion of concepts. Teams will create next steps in school-wide application of habits.	Professional Learning	11/16/2015	08/14/2017	\$800 - General Fund	Teachers, staff, Principal, Assistant Principal and Instructional Coach.

Activity - Google Classroom Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in utilizing new learning platform in order to share and reflect on thinking and understanding of Covey Book Study.	Professional Learning	11/16/2015	06/01/2016	\$800 - General Fund	All staff, facilitated by Administration, Instructional Coach, and TRT

Strategy3:

PGES Implementation - PGES implementation. We have been using the TPGES and PPGES evaluation system to measure teacher effectiveness and improve the quality of instruction in the classrooms. Teachers have learned the PGES system and are focused on the domains to strive for improvement.

Category: Teacher PGES

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Research Cited: The Measure of Effective Teaching project.

Activity - Teacher and Principal Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At North Pointe we have a teacher and principal effectiveness team. All administrators and peer observers are certified by Teachscape and are prepared for the implementation. All teachers and the principals on the team will participate in the PGES implementation.	Professional Learning	08/10/2015	08/14/2017	\$300 - General Fund	PGES team members- teachers, assistant principal and principal

Activity - NKCES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Areas of growth of teachers will be identified through the PGES process and targeted training will be provided by the Co-op. Administrators will support teacher training by providing substitute teachers and protected PLC time.	Professional Learning	08/10/2015	08/14/2017	\$3000 - School Council Funds	Teachers, Administrators, NKCES staff, and Instructional Coach

Activity - PGES Domain Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a teaching and learning team we are reviewing and discussing each of the domains and the sub domains during PLC meetings. The discussions are helpful to increase teacher awareness of the domains and promote teacher self reflection.	Professional Learning	08/10/2015	08/14/2017	\$500 - General Fund	Teachers, Principal, Assistant Principal and Instructional Coach.

Goal 4:

Decrease the number of novice students for combined reading and math from 41 in Spring of 2015 to 20 by Spring of 2020.

Measurable Objective 1:

A total of 10 Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction in novice in Reading by 06/01/2017 as measured by the overall novice scores in KPREP.

Strategy1:

RTI - Students that are achieving at the bottom 20% will automatically receive extra help and services depending on their needs through research based interventions.

Category: Integrated Methods for Learning

Research Cited:

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Activity - Extended School Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Intermediate students with tier 3 status receive extended RTI instruction beginning at 7:40 AM rather than 8:50. Our Reading interventionist and Math interventionist meet with students before school starts to work towards goals set in individual learning plans.	Direct Instruction	09/01/2015	08/14/2017	\$2000 - General Fund	Reading and Math interventionists, ATM participants

Strategy2:

Formative Assessment - Formative Assessments will be strategically presented and analyzed by all teachers in order to inform instructional decisions.

Category: Continuous Improvement

Research Cited: Formative assessment: Marzano and Hattie

Activity - STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR and Early STAR Reading and Math Assessments will be given three times a year to measure student growth and determine individual student instructional goals.	Other - Formative Assessment	08/10/2015	08/14/2017	\$5000 - District Funding	All teachers, Administration, Instructional Coach

Activity - Benchmark Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments at the end of each Benchmark unit and analyze data to inform instruction.	Other - Common Assessments	08/17/2015	08/14/2017	\$5000 - District Funding	Classroom teachers, Instructional Coach

Activity - Eureka Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments at the end of each unit and analyze data to inform instruction.	Other - Common Assessments	08/10/2015	08/14/2017	\$5000 - School Council Funds	Teachers, Instructional Coach

Strategy3:

Balanced Literacy Approach - Teachers will implement a vertically aligned balanced literacy program for ELA and integrated content instruction.

Category: Integrated Methods for Learning

Research Cited: Fountas and Pinnell, Jan Richardson, Bob Marzano, Lucy Caulkins

Activity - Writers' Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate writing instruction through writers' workshop model, supplementing Benchmark Literacy.	Direct Instruction	08/10/2015	08/14/2017	\$2000 - School Council Funds	Teachers, Instructional Coach, Administrators

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Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement vertically aligned Guided Reading Instruction, utilizing grade level and leveled text, supported by Benchmark Literacy program.	Direct Instruction	08/10/2015	08/14/2017	\$1000 - School Council Funds	Classroom teachers, Instructional Coach

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

The CSIP at NPE is a live document. We are constantly monitoring the effectiveness of instruction and student growth through weekly PLC meetings, monthly grade level team leader meetings, monthly PBIS meetings, program review committee meetings, monthly staff meetings and how it relates back to the CSIP and our goals. Our Committee structure at NPE is set up to distribute the work that needs to be done and distributes the accountability to attain our goals. STAR data and other progress monitoring tools are continuously used to measure student growth and are constantly monitored, shared and analyzed to ensure that GAP students are being addressed.

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 K-Prep scores from 61.2 (Spring 2015) to 84.2 by Spring of 2018

Measurable Objective 1:

demonstrate a proficiency of 77.8% by 06/01/2017 as measured by KPREP Reading and Math.

Strategy1:

Eureka Math - We will use Eureka Math to provide a framework to develop conceptual mathematics and relevance for our students to strengthen their foundational math understanding.

Category: Learning Systems

Research Cited: Eureka Math, Common Core Mathematics Standards

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District will provide training on conceptual building blocks. Building representatives will disseminate information to staff member at bi-monthly staff meetings.	Professional Learning	10/05/2015	08/07/2017	\$2000 - District Funding	District Learning Support Services, Teachers, Instructional Coach, Administrators

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Activity - Math Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to support academic growth in Mathematics, math fact fluency will be a focus at all grade levels. Fluency checks will be given weekly at all grade levels. Grade level goal setting will be set and student that achieve the goals will be celebrated. Flash card will be provided at all lunch tables, in the classrooms and near the restrooms.	Academic Support Program	08/03/2015	08/07/2017	\$1000 - School Council Funds	Teachers, Instructional Coach, Administrators

Activity - Eureka Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, administration and instructional coach will work on best practices surrounding conceptual math and Eureka Math implementation.	Professional Learning	08/03/2015	08/07/2017	\$2000 - School Council Funds \$1000 - District Funding	Teachers, Instructional Coach, Administrators

Strategy2:

Benchmark Literacy - The use of Benchmark Literacy will improve the quality of instruction for all students by developing a consistency and common language across grade levels for Guided Reading.

Category: Continuous Improvement

Research Cited: Guided Reading, Benchmark Literacy

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement of Benchmark Literacy instruction through embedded grade level professional development in the PLC meetings.	Professional Learning	08/10/2015	08/14/2017	\$0 - District Funding \$3000 - School Council Funds	Teachers Instructional Coach Administrators

Activity - Common Assessment Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers and administration will collect, compare and analyze formative and summative assessment data in Benchmark. They will use that data to drive implementation choices for ELA instruction.	Direct Instruction	08/10/2015	08/14/2017	\$2000 - School Council Funds	Grade level teams. Administration Instructional Coach

Strategy3:

Metacognitive Strategies - We will teach teachers and students to use the language of understanding when engaging in discourse about their thinking and learning. Professional Development will be ongoing and structured to work with the roll out of Eureka Math and Benchmark Literacy.

Category: Integrated Methods for Learning

Research Cited: Meta-Cognitive Strategies and thinking.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborate with the Northern Kentucky Co-operative For Educational Support to provide on going support for the use of meta-cognitive strategies in the classroom.	Professional Learning	08/03/2015	08/07/2017	\$5000 - District Funding	Teachers, Instructional Coach, Administrators, Co-Op

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide ongoing training for implementation of meta-cognitive strategies in the classroom and through PLC meetings.	Direct Instruction	08/10/2015	08/07/2017	\$500 - School Council Funds	Teachers, Instructional Coach, Administrators

Activity - Instructional Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional Coach will provide modeling and teacher support of on going meta-cognitive strategies.	Direct Instruction	08/03/2015	08/07/2017	\$1000 - School Council Funds	Teachers, Instructional Coach, Administrators, District Learning Support Services

Goal 2:

Increase achievement for all student groups at North Pointe so that the PD% in gap groups increases from 30.2% (Spring 2015) for Reading and Math to 72.3% PD (Spring 2018) as measured by North Pointe's achievement data.

Measurable Objective 1:

demonstrate a proficiency of 61.2% in combined Reading and Math within the achievement gap subgroups by 06/01/2017 as measured by North Pointe KPREP achievement data.

Strategy1:

Gap Group Task Force - The Gap Group Task Force will meet to identify and discuss subgroup performance and determine next steps in closing the gap between gap group students and non gap group students. The task force will use data to drive their decisions and will lead the staff in implementing activities.

Category: Persistence to Graduation

Research Cited: Poverty and learning

Activity - 7 Habits Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage staff in book study and reflection of Stephen Covey's The 7 Habits of Highly Effective People. Staff will use the language of the habits to maintain ongoing discussion of gap group students and families. Additionally, staff will be encouraged to integrate the ideas from the book study in supporting students to gain ownership of their learning.	Professional Learning Other	11/02/2015	08/15/2016	\$500 - School Council Funds	all staff

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Activity - Poverty Simulations and Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will continue their learning opportunities focused on poverty based on the book by Ruby Payne The Framework For Understanding Poverty and Eric Jenson's book Engaging Students with Poverty In Mind. There will be embedded PD and district provided PD for staff members to better understand the correlation between poverty and academic struggle.	Professional Learning	08/03/2015	08/07/2017	\$2000 - School Council Funds \$2000 - District Funding	teachers, instructional coach, administrators, District staff

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will engage community partners in closing the achievement gap. We will utilize community resources through One-to-One Program for math and reading and Lunch Buddies.	Community Engagement	08/14/2017	08/14/2017	\$1000 - General Fund	Administration and Interventionists

Activity - Identification of Gap Group Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gap Group task force will meet to discuss Gap Group students and their academic progress. Task force will determine individual student needs and ensure the school is taking steps to meet those needs.	Other - Focus on specific group of students	08/10/2015	08/14/2017	\$800 - General Fund	Gap Group Task force members, classroom teachers, administrators

Strategy2:

Response to Intervention Model - We will use RTI to ensure that students at the bottom 20 percent are making progress and developing skills to achieve at higher levels in the classroom setting. We will meet student needs through ongoing assessments and progress monitoring students in order to drive instruction.

Category: Learning Systems

Research Cited: 3 tiered model for response to intervention. ATM meetings to ensure student progress.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents that attend the Kindergarten Orientation will receive a packet of information and resources to help prepare their student for entering Kindergarten. They will be given information on the START NOW early literacy campaign and encouraged to seek modeling strategies for early numeracy and literacy. Brigance scores will be shared with parents when the data is available.	Parent Involvement	08/10/2015	08/07/2017	\$5000 - District Funding	K teachers, administration, para-educators, parents and Instructional Coach

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will provide opportunities for students to extend their instructional day by meeting with them before school and after school with certified teachers, math and reading interventionists.	Direct Instruction	08/10/2015	08/07/2017	\$8000 - General Fund	teachers, instructional coach, RTI staff, administrators

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Activity - Quarterly ATM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will meet to discuss individual student needs and progress toward academic goals. Decisions will be made after analysis of progress monitoring and classroom data.	Academic Support Program	08/10/2015	08/07/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, teachers.

Activity - Individualized Tiered Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student instruction is individualized based on formative assessment data. When performing within the bottom 20% of the school's population, students are moved into a Tier 2 or 3 status. Intervention is provided by highly skilled instructors and is driven by specific student need.	Direct Instruction	08/10/2015	08/07/2017	\$3000 - General Fund	Intervention staff, classroom teachers, administration, instructional coach

Goal 3:

Increase the percentage of effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders. by 12/29/2017 as measured by The teacher and principal evaluation system..

Strategy1:

7 Habits for Highly Effective People Book Study - Create teacher learning environment that fosters discourse and collaboration centered around effective professional and personal relationships and enhanced communication.

Category: Professional Learning & Support

Research Cited: Covey and Hattie research on the impact of productive collaboration

Activity - Google Classroom Platform	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in utilizing new learning platform in order to share and reflect on thinking and understanding of Covey Book Study.	Professional Learning	11/16/2015	06/01/2016	\$800 - General Fund	All staff, facilitated by Administration, Instructional Coach, and TRT

Activity - Small Group Breakout Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to the online platform, staff will participate in small group PLC discussion of concepts. Teams will create next steps in school-wide application of habits.	Professional Learning	11/16/2015	08/14/2017	\$800 - General Fund	Teachers, staff, Principal, Assistant Principal and Instructional Coach.

Strategy2:

TELL Survey Data - NPE will use data gathered from KY TELL Survey to set goals for improved school climate.

Category: Continuous Improvement

Closing the Achievement Gap

North Pointe Elementary School

Research Cited: KDE, Anthony Muhammed

Activity - Administration Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will review results from KY TELL data. Areas of growth will be prioritized based on results. Next steps will be determined and implemented utilizing appropriate staff and resources.	Recruitment and Retention Policy and Process	10/30/2015	10/30/2017	\$2000 - School Council Funds	Administrators, SBDM members, appropriate staff as indicated by data

Strategy3:

PGES Implementation - PGES implementation. We have been using the TPGES and PPGES evaluation system to measure teacher effectiveness and improve the quality of instruction in the classrooms. Teachers have learned the PGES system and are focused on the domains to strive for improvement.

Category: Teacher PGES

Research Cited: The Measure of Effective Teaching project.

Activity - NKCES Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Areas of growth of teachers will be identified through the PGES process and targeted training will be provided by the Co-op. Administrators will support teacher training by providing substitute teachers and protected PLC time.	Professional Learning	08/10/2015	08/14/2017	\$3000 - School Council Funds	Teachers, Administrators, NKCES staff, and Instructional Coach

Activity - PGES Domain Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a teaching and learning team we are reviewing and discussing each of the domains and the sub domains during PLC meetings. The discussions are helpful to increase teacher awareness of the domains and promote teacher self reflection.	Professional Learning	08/10/2015	08/14/2017	\$500 - General Fund	Teachers, Principal, Assistant Principal and Instructional Coach.

Activity - Teacher and Principal Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At North Pointe we have a teacher and principal effectiveness team. All administrators and peer observers are certified by Teachscape and are prepared for the implementation. All teachers and the principals on the team will participate in the PGES implementation.	Professional Learning	08/10/2015	08/14/2017	\$300 - General Fund	PGES team members- teachers, assistant principal and principal

Goal 4:

Decrease the number of novice students for combined reading and math from 41 in Spring of 2015 to 20 by Spring of 2020.

Measurable Objective 1:

A total of 10 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, SY 2016-2017

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Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction in novice in Reading by 06/01/2017 as measured by the overall novice scores in KPREP.

Strategy1:

Balanced Literacy Approach - Teachers will implement a vertically aligned balanced literacy program for ELA and integrated content instruction.

Category: Integrated Methods for Learning

Research Cited: Fountas and Pinnell, Jan Richardson, Bob Marzano, Lucy Caulkins

Activity - Writers' Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will facilitate writing instruction through writers' workshop model, supplementing Benchmark Literacy.	Direct Instruction	08/10/2015	08/14/2017	\$2000 - School Council Funds	Teachers, Instructional Coach, Administrators

Activity - Guided Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement vertically aligned Guided Reading Instruction, utilizing grade level and leveled text, supported by Benchmark Literacy program.	Direct Instruction	08/10/2015	08/14/2017	\$1000 - School Council Funds	Classroom teachers, Instructional Coach

Strategy2:

RTI - Students that are achieving at the bottom 20% will automatically receive extra help and services depending on their needs through research based interventions.

Category: Integrated Methods for Learning

Research Cited:

Activity - Extended School Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted Intermediate students with tier 3 status receive extended RTI instruction beginning at 7:40 AM rather than 8:50. Our Reading interventionist and Math interventionist meet with students before school starts to work towards goals set in individual learning plans.	Direct Instruction	09/01/2015	08/14/2017	\$2000 - General Fund	Reading and Math interventionists, ATM participants

Strategy3:

Formative Assessment - Formative Assessments will be strategically presented and analyzed by all teachers in order to inform instructional decisions.

Category: Continuous Improvement

Research Cited: Formative assessment: Marzano and Hattie

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Activity - STAR	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR and Early STAR Reading and Math Assessments will be given three times a year to measure student growth and determine individual student instructional goals.	Other - Formative Assessment	08/10/2015	08/14/2017	\$5000 - District Funding	All teachers, Administration, Instructional Coach

Activity - Benchmark Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments at the end of each Benchmark unit and analyze data to inform instruction.	Other - Common Assessments	08/17/2015	08/14/2017	\$5000 - District Funding	Classroom teachers, Instructional Coach

Activity - Eureka Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer common assessments at the end of each unit and analyze data to inform instruction.	Other - Common Assessments	08/10/2015	08/14/2017	\$5000 - School Council Funds	Teachers, Instructional Coach

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

In the NPE CSIP goal 2, strategy 2, activity 2 addresses the intentional push toward using Brigance data to increase the preparedness of the entering Kindergarten students. We have sent expectation sheets to local child care agencies, the Boone County produced video about Kindergarten readiness has been sent to parents and child care agencies. The RTI process is used to assess entering students right away so that a plan of action is made for all the students that are below their peers academically. North Pointe partnered with 4c's of Boone County to provide three Parent Café Class last year and will continue to provide those classes to incoming parents.

Stakeholder Engagement and Collaboration

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

Response:

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

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores from 67.6 (Spring 2014) to 80.9 by Spring of 2017	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$42000
2	Increase achievement for all student groups at North Pointe so that the PD% in gap groups increases from 37.3% (Spring 2014) for Reading and Math to 70% PD (Spring 2017) as measured by North Pointe's achievement data.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$3500
3	Increase the percentage of effective teachers and leaders.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0

Goal 1: Increase the average combined reading and math K-Prep scores from 67.6 (Spring 2014) to 80.9 by Spring of 2017

Measurable Objective 1:

demonstrate a proficiency of 74.6% by 07/30/2015 as measured by KPREP Reading and Math.

Strategy 1:

Curriculum/Assessment Alignment - Continue the development and refinement, as well as implementation, of Common Core Standards, maps, and standards-based units of instruction aligned to KCAS, Quality Core and College Readiness Standards and secure SBDM support.

Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to

-analyze and evaluate thinking with multiple points of view to improve thinking

-identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration and fluency of thought

-work collaboratively with peers and teachers to become responsible, creative, independent thinkers.

Category: Continuous Improvement

Research Cited: Metacognition, Blooms Taxonomy

Activity - Curriculum and assessment alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development and refinement,as well as implementation of, district curriculum maps and standards based units of instruction aligned with KCAS, Quality Core and College Readiness Standards	Professional Learning	02/01/2013	01/31/2015	\$0	District Funding	Teachers Instructional Coach Administrator s

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student engagement through integration of Arts/Humanities, Writing, Primary Program Attributes and Practical Living/Career Studies across content areas as monitored through Program Reviews. Begin Intergration of core content with Arts Integration to create enduring understanding for students.	Direct Instruction	02/01/2013	01/31/2015	\$0	No Funding Required	Teachers, Instructional Coach, Administrator s, Program Review Leads, A/H Staff (library, PE, technology, music, art)

Closing the Achievement Gap

North Pointe Elementary School

Strategy 2:

Professional Development - We will develop a professional learning plan based on our needs assessment from the KPREP scores. This plan will be purposeful and guided in research to implement changes in instruction and learning for our students. The PLC meetings will help to facilitate this understanding weekly and the faculty meetings will help to implement this change monthly. The plan will follow a sequence of development and help to break down barriers to understanding and implementation.

Category: Teacher PGES

Research Cited: Professional Development

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration and the instructional coach will read about, discuss and implement close reading strategies with teachers during weekly PLC meetings. The teachers will provide feedback on the strategies implemented and discuss their effectiveness with their PLC grade levels.	Professional Learning	07/31/2013	01/22/2016	\$0	No Funding Required	Teachers, Instructional Coach, Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administration and instructional coach will work on Questioning techniques in the classroom to raise the level of thinking on Bloom's taxonomy and engage students in their thinking process. We will discuss the techniques with teachers and give them opportunities to try the techniques in class with the teachers giving feedback the following week.	Professional Learning	02/01/2013	01/29/2016	\$1000	District Funding	Teachers, Instructional Coach, Administrators, Pilot Team

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, administrators and the instructional coach will discuss student talk strategies to increase student engagement each week during PLC's. Teachers will try the student talk strategies and then provide feedback to the group to discuss how the strategy worked or did not work. Articles will be provided to develop the concepts and ideas for participants. We will engage the idea that "The person doing the talking is the person doing the learning."	Professional Learning	02/01/2013	01/29/2016	\$0	District Funding	District Learning Support Services, Teachers, Instructional Coach, Administrators

Strategy 3:

Instructional Strategies - We will continue to use research based instructional strategies to improve teaching and learning for our students at North Pointe.

Category: Professional Learning & Support

Research Cited: Instructional Strategies

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

North Pointe Elementary School

Continue Literacy Studio/Balanced Literacy instruction embedding best practice components: Guided Reading (whole group), Differentiated Reading (small groups), Word/Vocabulary work, Self-Selected Reading, Writing initiating an LDC approach.	Direct Instruction	02/01/2013	12/19/2014	\$0	No Funding Required	Teachers, Instructional Coach, Administrators
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Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of the Literacy Design Collaborative in grades 4 and 5 with exploration in the Primary grades. Expand teachers understanding of the LDC and it's components through professional development.	Direct Instruction	10/01/2013	12/31/2015	\$0	No Funding Required	Teachers, Instructional Coach, Administrators

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD/guided practice to support: LDC, technology, intentional instruction in 21st century skills(critical thinking skills, collaboration strategies, creativity and written/spoken communication).	Direct Instruction	02/01/2013	12/19/2014	\$0	No Funding Required	Teachers, Instructional Coach, Administrators, District Learning Support Services

Activity - Instructional Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
North Pointe will implement problem and project based learning to students and staff members. The faculty will learn how PBL will engage students in their learning and help to integrate a variety of content in one project to develop understanding rather than just knowledge.	Direct Instruction	08/14/2013	12/25/2015	\$0	School Council Funds	Teachers, Principal, Assistant Principal and Instructional Coach and students.

Strategy 4:

Response to Intervention - In order for all of our students at NPE to grow academically, we will use our Response to Intervention system to monitor and insure students are making progress toward their goals. Students in RTI will be progress monitored to measure their academic success with STAR reading and math tests biweekly. Data on interventions will be collected weekly and during our ATM meetings, those interventions will be evaluated to ensure that students are making progress toward their goals.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Response to Intervention (RTI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

North Pointe Elementary School

Continue monitoring of RTI tiered intervention process with a targeted group of the lowest 20 percent using assessment data such as STAR Math and Reading.	Direct Instruction	02/01/2013	12/19/2014	\$40000	School Council Funds	RTI staff (literacy and numeracy), Teachers, Instructional Coach, Administrators
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Activity - ATM Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will meet as a collaborative group once per quarter to analyze the interventions used and their effectiveness with student learning. The ATM process will involve the RTI team to help develop the best interventions for each individual student based upon assessment data, school records, anecdotal information and other input.	Academic Support Program	12/10/2013	12/19/2014	\$1000	School Council Funds	Teachers, Principal, Assistant Principal, Instructional Coach, Math and Reading Specialists

Activity - Gap Group Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students in the Gap Group that are at the lowest 20 percent will receive a lunch buddy. The lunch buddies are staff members from the district level that eat lunch with their students once per week. Lunch buddies mentor and provide a positive experience for their students and engage them in school.	Academic Support Program	11/04/2014	12/31/2015	\$0	District Funding	Principal, assistant Principal, district staff members.

Goal 2: Increase achievement for all student groups at North Pointe so that the PD% in gap groups increases from 37.3% (Spring 2014) for Reading and Math to 70% PD (Spring 2017) as measured by North Pointe's achievement data.

Measurable Objective 1:

demonstrate a proficiency of 50% in combined Reading and Math within the achievement gap subgroups by 06/30/2015 as measured by North Pointe KPREP achievement data.

Strategy 1:

Progress Monitoring - Progress Monitoring

Category:

Research Cited: Progress Monitoring

Closing the Achievement Gap

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet regularly to monitor gap student progress in Reading and Math utilizing a variety of data points (ie., benchmarking, common assessments, STAR, student work samples,etc.).	Policy and Process	02/01/2013	12/30/2015	\$0	No Funding Required	teachers, instructional coach, RTI staff, administrators

Activity - Gap Group Task Force	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gap Group Tack Force has meet to discuss best practices for Gap Group students. We have made a list of Gap Group students and provided that list to teachers so idetification of Gap students was clear. We have a mentoring program that involves staff members being paired with Gap students for extra support and mentoring. We meet each semester to check on progress of students and mentoring programs.	Academic Support Program	02/01/2013	12/19/2014	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, teachers, students.

Strategy 2:

Best Practices - North pointe staff and administration will work toward developing and documenting NPE best practices. We engage teachers and staff members in discussion about best practices and look for those best practices in the classroom. TPGES is a big part of looking for best practices and using the framework for professional growth and evaluation as a guide.

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative and common assessments to plan for differentiated instruction and interventions for students who have not achieved content mastery or their academic goals.	Direct Instruction	02/01/2013	12/31/2015	\$0	No Funding Required	teachers, instructional coach, administrators , RTI staff

Activity - Collaborative Classroom Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

North Pointe Elementary School

Utilize collaboration in PLC meetings between grade level and special education teachers to plan and deliver standards based instruction.	Direct Instruction	02/01/2013	12/31/2015	\$0	No Funding Required	classroom teachers, RTI staff, special education teachers, instructional coach, administrators, special education consultant, special education coordinator
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Activity - Wellness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement school wellness policy to enhance students' ability to learn by providing an environment that promotes physical and emotional health as well as social well being through healthy eating, healthy behaviors and physical activity as monitored in PL/CS Program Review.	Other	02/01/2013	12/25/2015	\$0	No Funding Required	all staff

Activity - Student engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase student engagement through integration of Arts/Humanities, Writing, Primary Program and Practical Living/Career and problem and project based learning. Studies across content areas as monitored through Program Reviews	Other	02/01/2013	12/31/2015	\$0	No Funding Required	all staff

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the NPE Writing Plan which provides Literacy Studio opportunities/guidelines for students to receive instruction and embedded authentic writing experiences including the three modes of writing (opinion, narrative and information) across the curriculum. Teachers will learn about the connection between writing and reading through PLC conversations to understand literacy rather than reading and writing as separate components to teach.	Direct Instruction	02/01/2013	12/31/2015	\$1000	School Council Funds	teachers, District Learning Support staff, instructional coach, administrators

Strategy 3:

Professional Development - Professional Development with a focus on Gap Group students. The professional learning opportunities will impact all student learning but will be focused on the specific needs of Gap Group students.

Category: Continuous Improvement

Research Cited: Professional Development

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

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Provide special education staff with training to ensure development of IEPs and lesson plans that are aligned with adopted standards (ie., Common Core, Program of Studies, Core Content,etc.)	Professional Learning	02/01/2013	12/31/2015	\$500	School Council Funds	special education staff, special education coordinator, special education consultant
Activity - Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development (including job embedded) on the three types of writing (opinion, narrative and information), instructional strategies for writing, analysis of student writing and student feedback strategies.	Professional Learning	02/01/2013	12/19/2014	\$1000	School Council Funds	teachers, instructional coach, District Learning Support Staff, administrators
Activity - Differentiation Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As part of the Gap Group Task Force the instructional coach will work with teachers to provide differentiation strategies for teachers to impact Gap Group learners and students in RTI.	Direct Instruction	01/05/2015	12/31/2015	\$1000	General Fund	Principal, Assistant Principal, Instructional Coach, Teachers

Goal 3: Increase the percentage of effective teachers and leaders.

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders. by 12/31/2015 as measured by The teacher and principal evaluation system..

Strategy 1:

PGES Implementation - PGES implementation. We have been using the TPGES and PPGES evaluation system to measure teacher effectiveness and improve the quality of instruction in the classrooms. Teachers have learned the PGES system and are focused on the domains to strive for improvement.

Category: Teacher PGES

Research Cited: The Measure of Effective Teaching project.

Activity - Teacher and Principal Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Closing the Achievement Gap

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At North Pointe we have a teacher and principal effectiveness team. All administrators are certified by Teachscape and are prepared for the implementation. All teachers and the principals on the team will participate in the PGES implementation.	Professional Learning	06/03/2013	12/31/2014	\$0	Title II Part A	PGES team members- teachers, assistant principal and principal.
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Activity - PGES Domain Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a teaching and learning team we are reviewing and discussing each of the domains and the sub domains during PLC meetings. The discussions are helpful to increase teacher awareness of the domains and promote teacher self reflection.	Professional Learning	12/02/2013	12/31/2014	\$0	School Council Funds	Teachers, Pprincipal, Assistant Principal and Instructional Coach.

Activity - Teachers Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of the teacher leader and administration leader relationship by collaboratively working toward the PGES goals in the evaluation system. We will develop the trust and mutual respect as indicated as a need in the TELL survey results from last year.	Professional Learning	12/10/2013	12/31/2015	\$0	School Council Funds	Teachers and Administrative Staff.

Strategy 2:

Kentucky Teacher Effectiveness Framework - Build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.

Category:

Research Cited: The Measures of Effective Teachers and the Danielson Project.

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team of leaders will build capacity in the five domains of the teacher effectiveness framework.	Professional Learning	08/14/2013	05/23/2014	\$0	Title II Part A	Pilot teachers, assistant principal and principal.

Activity - Domain Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's teachers and leadership team will discuss the domains of the PGES system and reflect upon the implementation of the pilot.	Professional Learning	12/02/2013	12/19/2014	\$0	School Council Funds	Teachers, Principal, Assistant Principal and Instructional Coach.

Strategy 3:

Building Capacity for full Implementation 2014-2015 - Building Capacity for all teachers in the PGES is a focus for NPE. Most teachers have never used the evaluation

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Closing the Achievement Gap

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system before and are becoming more and more familiar with the domains and components of PGES. We will tie all of our professional learning opportunities to PGES and make relationships to PGES consistently.

Category: Teacher PGES

Research Cited: MET project and Danielson Framework

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At North Pointe we will continue to talk about the domains and components of PGES as we observe teachers and have post conferences with teachers. The teachers will become more aware of what is required for them to move to the next level on the framework and improve their teaching.	Professional Learning	10/01/2013	12/31/2015	\$0	No Funding Required	Teachers, principal and assistant principal.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiation Professional Development	As part of the Gap Group Task Force the instructional coach will work with teachers to provide differentiation strategies for teachers to impact Gap Group learners and students in RTI.	Direct Instruction	01/05/2015	12/31/2015	\$1000	Principal, Assistant Principal, Instructional Coach, Teachers
Total					\$1000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PGES Domain Study	As a teaching and learning team we are reviewing and discussing each of the domains and the sub domains during PLC meetings. The discussions are helpful to increase teacher awareness of the domains and promote teacher self reflection.	Professional Learning	12/02/2013	12/31/2014	\$0	Teachers, Pprincipal, Assistant Principal and Instructional Coach.
Writing	Teachers will implement the NPE Writing Plan which provides Literacy Studio opportunities/guidelines for students to receive instruction and embedded authentic writing experiences including the three modes of writing (opinion,narrative and information) across the curriculum. Teachers will learn about the connection between writing and reading through PLC conversations to understand literacy rather than reading and writing as seperate components to teach.	Direct Instruction	02/01/2013	12/31/2015	\$1000	teachers, District Learning Support staff , instructional coach, administrators
Instructional Strategies	North Pointe will implement problem and project based learning to students and staff members. The faculty will learn how PBL will engage students in their learning and help to integrate a variety of content in one project to develop understanding rather than just knowledge.	Direct Instruction	08/14/2013	12/25/2015	\$0	Teachers, Principal, Assistant Principal and Instructional Coach and students.

Closing the Achievement Gap

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ATM Meetings	We will meet as a collaborative group once per quarter to analyze the interventions used and their effectiveness with student learning. The ATM process will involve the RTI team to help develop the best interventions for each individual student based upon assessment data, school records, anecdotal information and other input.	Academic Support Program	12/10/2013	12/19/2014	\$1000	Teachers, Principal, Assistant Principal, Instructional Coach, Math and Reading Specialists
Special Education Professional Development	Provide special education staff with training to ensure development of IEPs and lesson plans that are aligned with adopted standards (ie., Common Core, Program of Studies, Core Content, etc.)	Professional Learning	02/01/2013	12/31/2015	\$500	special education staff, special education coordinator, special education consultant
Writing Professional Development	Teachers will participate in professional development (including job embedded) on the three types of writing (opinion, narrative and information), instructional strategies for writing, analysis of student writing and student feedback strategies.	Professional Learning	02/01/2013	12/19/2014	\$1000	teachers, instructional coach, District Learning Support Staff, administrators
Response to Intervention (RTI)	Continue monitoring of RTI tiered intervention process with a targeted group of the lowest 20 percent using assessment data such as STAR Math and Reading.	Direct Instruction	02/01/2013	12/19/2014	\$40000	RTI staff (literacy and numeracy), Teachers, Instructional Coach, Administrators
Teachers Leaders	Development of the teacher leader and administration leader relationship by collaboratively working toward the PGES goals in the evaluation system. We will develop the trust and mutual respect as indicated as a need in the TELL survey results from last year.	Professional Learning	12/10/2013	12/31/2015	\$0	Teachers and Administrative Staff.
Domain Study	During PLC's teachers and leadership team will discuss the domains of the PGES system and reflect upon the implementation of the pilot.	Professional Learning	12/02/2013	12/19/2014	\$0	Teachers, Principal, Assistant Principal and Instructional Coach.
Total					\$43500	

No Funding Required

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

North Pointe Elementary School

Collaborative Classroom Model	Utilize collaboration in PLC meetings between grade level and special education teachers to plan and deliver standards based instruction.	Direct Instruction	02/01/2013	12/31/2015	\$0	classroom teachers, RTI staff, special education teachers, instructional coach, administrators, special education consultant, special education coordinator
Differentiated Instruction	Use results of pre, formative and common assessments to plan for differentiated instruction and interventions for students who have not achieved content mastery or their academic goals.	Direct Instruction	02/01/2013	12/31/2015	\$0	teachers, instructional coach, administrators, RTI staff
Instructional Strategies	Development of the Literacy Design Collaborative in grades 4 and 5 with exploration in the Primary grades. Expand teachers understanding of the LDC and it's components through professional development.	Direct Instruction	10/01/2013	12/31/2015	\$0	Teachers, Instructional Coach, Administrators
Professional Development	Teachers, administration and the instructional coach will read about, discuss and implement close reading strategies with teachers during weekly PLC meetings. The teachers will provide feedback on the strategies implemented and discuss their effectiveness with their PLC grade levels.	Professional Learning	07/31/2013	01/22/2016	\$0	Teachers, Instructional Coach, Administrators
Data Analysis	Meet regularly to monitor gap student progress in Reading and Math utilizing a variety of data points (ie., benchmarking, common assessments, STAR, student work samples, etc.).	Policy and Process	02/01/2013	12/30/2015	\$0	teachers, instructional coach, RTI staff, administrators
Instructional Strategies	Provide modeling, embedded PD/guided practice to support: LDC, technology, intentional instruction in 21st century skills(critical thinking skills, collaboration strategies, creativity and written/spoken communication).	Direct Instruction	02/01/2013	12/19/2014	\$0	Teachers, Instructional Coach, Administrators, District Learning Support Services

Closing the Achievement Gap

North Pointe Elementary School

Curriculum and Assessment Alignment	Increase student engagement through integration of Arts/Humanities, Writing, Primary Program Attributes and Practical Living/Career Studies across content areas as monitored through Program Reviews. Begin Intergration of core content with Arts Integration to create enduring understanding for students.	Direct Instruction	02/01/2013	01/31/2015	\$0	Teachers, Instructional Coach, Administrator s, Program Review Leads, A/H Staff (library, PE, technology, music, art)
Wellness	Implement school wellness policy to enhance students' ability to learn by providing an environment that promotes physical and emotional health as well as social well being through healthy eating, healthy behaviors and physical activity as monitored in PL/CS Program Review.	Other	02/01/2013	12/25/2015	\$0	all staff
Instructional Strategies	Continue Literacy Sudio/Balanced Literacy instruction embedding best practice components: Guided Reading (whole group), Differentiated Reading (small groups), Word/Vocabulary work, Self-Selected Reading, Writing initiating an LDC approach.	Direct Instruction	02/01/2013	12/19/2014	\$0	Teachers, Instructional Coach, Administrator s
Gap Group Task Force	The Gap Group Tack Force has meet to discuss best practices for Gap Group students. We have made a list of Gap Group students and provided that list to teachers so idetification of Gap students was clear. We have a mentoring program that involves staff members being paired with Gap students for extra support and mentoring. We meet each semester to check on progress of students and mentoring programs.	Academic Support Program	02/01/2013	12/19/2014	\$0	Principal, Assistant Principal, Instructional Coach, teachers, students.
Scaling the Work	At North Pointe we will continue to talk about the domains and components of PGES as we observe teachers and have post conferences with teachers. The teachers will become more aware of what is required for them to move to the next level on the framework and improve their teaching.	Professional Learning	10/01/2013	12/31/2015	\$0	Teachers, principal and assistant principal.
Student engagement	Increase student engagement through integration of Arts/Humanities, Writing, Primary Program and Practical Living/Career and problem and project based learning. Studies across content areas as monitored through Program Reviews	Other	02/01/2013	12/31/2015	\$0	all staff
Total					\$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Effectiveness	The team of leaders will build capacity in the five domains of the teacher effectiveness framework.	Professional Learning	08/14/2013	05/23/2014	\$0	Pilot teachers, assistant principal and principal.

Closing the Achievement Gap

North Pointe Elementary School

Teacher and Principal Implementation	At North Pointe we have a teacher and principal effectiveness team. All administrators are certified by Teachscape and are prepared for the implementation. All teachers and the principals on the team will participate in the PGES implementation.	Professional Learning	06/03/2013	12/31/2014	\$0	PGES team members- teachers, assistant principal and principal.
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers, administrators and the instructional coach will discuss student talk strategies to increase student engagement each week during PLC's. Teachers will try the student talk strategies and then provide feedback to the group to discuss how the strategy worked or did not work. Articles will be provided to develop the concepts and ideas for participants. We will engage the idea that "The person doing the talking is the person doing the learning."	Professional Learning	02/01/2013	01/29/2016	\$0	District Learning Support Services, Teachers, Instructional Coach, Administrators
Curriculum and assessment alignment	Continue the development and refinement, as well as implementation of, district curriculum maps and standards based units of instruction aligned with KCAS, Quality Core and College Readiness Standards	Professional Learning	02/01/2013	01/31/2015	\$0	Teachers Instructional Coach Administrators
Professional Development	Teachers, administration and instructional coach will work on Questioning techniques in the classroom to raise the level of thinking on Bloom's taxonomy and engage students in their thinking process. We will discuss the techniques with teachers and give them opportunities to try the techniques in class with the teachers giving feedback the following week.	Professional Learning	02/01/2013	01/29/2016	\$1000	Teachers, Instructional Coach, Administrators, Pilot Team
Gap Group Mentoring	Some students in the Gap Group that are at the lowest 20 percent will receive a lunch buddy. The lunch buddies are staff members from the district level that eat lunch with their students once per week. Lunch buddies mentor and provide a positive experience for their students and engage them in school.	Academic Support Program	11/04/2014	12/31/2015	\$0	Principal, assistant Principal, district staff members.
Total					\$1000	