



# **Closing the Achievement Gap**

Stephens Elementary School

Boone County

5687 Hwy 237  
Burlington, KY 41005

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **KDE Closing the Achievement Gap**

Introduction.....	3
Achievement Gap Groups Identification.....	4
Achievement Gap Summary.....	5
Achievement Gap Diagnostic.....	7
Stakeholder Engagement and Collaboration.....	30

## **Comprehensive School Improvement Plan - January 2016**

Overview.....	32
Goals Summary.....	33
Goal 1: Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 51.4% in 2014-2015 to 76.3% in 2018-2019....	34
Goal 2: Increase the number of Stephens students in the non-duplicated gap group who score proficient/distinguished on the combined reading and math portions of K-PREP from 46.8% in 2014-2015 to 70.2% in 2019.....	36
Goal 3: By 2020 the current number of novice scores in reading and math (82) will be reduced by half to 41.....	37
Activity Summary by Funding Source.....	40

## **Introduction**

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

# **KDE Closing the Achievement Gap**

## Introduction

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

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

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

## **Achievement Gap Groups Identification**

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

**Response:**

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

## **Achievement Gap Summary**

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

Stephens Elementary has a highly collaborative teaching and learning climate. The teachers own the knowledge that they have and share responsibility for student growth. PLCs and teacher leaders continue to be developed by focusing on increased professional learning for all. Parent engagement is increasing. For example, our first Math Night was well attended and many parents were able to learn new ways to help their children succeed in math. Family and community partnerships are bringing new and innovative opportunities for student learning and enrichment thus increasing the students sense of 'belonging' to the SES community. One to One technology is becoming the norm; our third through fifth grade students all have Chromebooks they utilize throughout the day as teachers move to make lessons more engaging. Technology and social media are being utilized to bring the world into each and every classroom...students are becoming global learners! Teachers are on the journey to becoming globally focused and facilitating student learning

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

Stephens leadership has worked diligently to reduce achievement gaps. Benchmarking and detailed analysis of STAR data as well as other formative and summative data are used regularly to design instruction that specifically meets student needs. Literacy studio that encompasses guided reading and more differentiated instruction to meet specific learning needs of all students has been the focus. Teachers, staff, administration and the instructional coach have worked collaboratively to design and implement schedules and structures that allow for literacy and numeracy blocks designed to maximize teaching and learning time. Kindergarten through fourth grade students are self-contained to allow teachers to make close connections with their students. Co-teaching models for specific gap subpopulations, e.g. ELL and Disability, have been effective in moving those students forward in their learning,

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

While we have worked diligently to remove most barriers to effective teaching and learning, we do realize that, in the past, we have not worked to build meaningful relationships with all students and their families thus there is not a clear and unified vision as to how to best address these students and their unique learning needs. One way we are addressing this issue this school year is implementing a school-wide program called "Ment2Be", program based upon building a strong relationship between students and their mentors. The school also will address issues of cultural competency and understanding of poverty barriers as our school demographic continues to shift and change. As of the 2016-2017 school year, we have been identified as a Title I School. The influx of monetary support from this program has allowed us to hire an additional half-time counselor; this will give us two full-time counselors and allow more time for them to work directly with students. We have also hired an additional staff member to work with students in the areas of reading and math. This staff member assists teachers with students so that the teacher is able to spend more time working closely with struggling students. All staff members had the opportunity to take part in a Poverty Simulation sponsored by the Northern Kentucky Community Action; this will enable us to more clearly understand what some of our families are experiencing.

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

The school and district collaborate to train instructional coaches, teacher leaders and administrators in research based instructional paradigms such as literacy studio, TPGES, Data teams, PBIS, MDC, LDC, etc. SES has used a district allocation to provide an RtI point person to facilitate discussion of student level data and decision making regarding instructional planning. The district also worked with teams of teachers to develop standards based ELA units of study and proposed collaboration training.

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

Data teams were used to analyze all available data and to prescribe suggested sources of action outlined in the CSIP. The CSIP was created as a collaborative effort with the school leadership team. Several iterations of the CSIP were reviewed and revised by staff, community, SBDM, and the instructional coach. The final CSIP was approved for implementation by the school council.



## Achievement Gap Diagnostic

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

**Goal 1:**

Increase the number of Stephens students in the non-duplicated Gap group who score proficient / distinguished on the combined Reading and Math portions of KPREP from 43.7% in 2014 to 69.4% in 2017

**Measurable Objective 1:**

52% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Math and in English Language Arts by 06/30/2015 as measured by KREP non-duplicated gap scores and by STAR (67%ile - 99%ile NPR)..

**Strategy1:**

Mentoring - Natural and Planned mentoring as described in the research literature.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the non-duplicated gap group will receive weekly "planned mentoring" from an additional adult (staff member, parent volunteer, business partner, community member) trained to be a Ment2Be Coach who will seek to build the character, confidence, self-efficacy and competence of the student. Some planned mentoring activities might include reading together, having lunch, encouraging conversations, academic check-ins, and participation at events especially planned for the mentor and student (kickball games, bowling, school party). Parent of students receiving the "planned mentoring" will provide permission for the student to be assigned a mentor.	Academic Support Program	08/10/2014	06/30/2016	\$0 - No Funding Required	Principals, Counselors, Teachers, and Mentors

**Strategy2:**

Professional Development - Teachers will be trained in research based instructional practice for meeting the learning needs of students who are experiencing barriers to learning and achievement.

Category:

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

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, but not limited to students with language barriers; executive functioning students of poverty, homeless and transient students; and students with disabilities.	Academic Support Program	01/10/2013	06/30/2016	\$0 - District Funding	ELL Teachers, Special Ed Teachers, Classroom Teachers, RTI Teachers, Principals, Coach

### Strategy3:

Progress Monitoring - Monitor individual student achievement progress and the the effectiveness of intervention strategies.

Category:

Research Cited:

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of interim, pre, formative, and common assessments, to plan for personalized instruction. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-weekly assessments to monitor progress.	Academic Support Program	01/10/2013	06/30/2016	\$0 - District Funding	Teachers, Administrators, Coach

### Strategy4:

Addressing Truancy - Work with students and families to decrease instances of truancy.

Category:

Research Cited:

Activity - Attendance and Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the processes for addressing student attendance and truancy issues to include a mechanism to review data and progress.	Other	01/10/2013	06/30/2016	\$0 - District Funding	Principals and Counselors with guidance and support from District leadership.

### Goal 2:

Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 55.1% in 2014 to 75.6% in 2017.

### Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with KY Core Academic Standards skills in English Language Arts by 06/30/2015 as measured by K-PREP annual scores (proficient and distinguished) and STAR Reading and Early Literacy benchmarking scores (67% - 99<sup>th</sup>ile NPR).

### Strategy1:

Writing Plan - Writing plan endorsed by SBDM.

Category:

## Closing the Achievement Gap

Stephens Elementary School

Research Cited:

Activity - Writing Plan Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to the school's Writing Instruction Plan as approved by the school SBDM Council.	Direct Instruction	01/01/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach, Principals, SBDM Council

### Strategy2:

Use of Data - Use student data to design intentional instruction.

Category:

Research Cited:

Activity - Use of Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure assessment align with KCAS. Student work will be analyzed using the data team process.	Academic Support Program	01/10/2014	06/30/2016	\$0 - Other	Teachers, Coach, Principals

### Strategy3:

Building Teacher Leaders - Teacher leaders share content expertise with faculty.

Category:

Research Cited:

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas.	Academic Support Program	01/11/2013	06/30/2016	\$0 - No Funding Required	Principals with guidance from District leaders.

### Strategy4:

Building Teacher Capacity - Building Teacher Capacity

Category:

Research Cited:

Activity - Curriculum Design & Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standardsbased units of instruction aligned to KCAS, Quality Core and College Readiness Standards.	Other	01/10/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach, Principals with guidance and support from District leadership.

## Closing the Achievement Gap

Stephens Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD opportunities during Stephens University, PLC's and after school to: embedded 21st Century Skills, and communication skills both written and spoken; differentiation of instruction within units; data analysis, interventions, meeting the needs of GAP groups, recognize and respond to academic and nonacademic barriers to learning;	Professional Learning	01/10/2013	06/30/2016	\$0 - No Funding Required	Coach, Teachers, Principals

### Strategy5:

School Readiness - Help families to prepare students for Kindergarten entry.

Category:

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement, and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener and STAR to create and monitor a learning plan for next steps of instruction for K students in bottom 20%.	Academic Support Program	01/10/2014	06/30/2016	\$0 - District Funding	Teachers, coach, administrators.

### Strategy6:

Formative Assessment - Formative Assessment

Category:

Research Cited:

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to summative assessments, teachers will be intentional in the regular use of formative assessments to check for student mastery of the KCAS, providing students with immediate and specific feedback, and providing students additional opportunities to use the feedback and then demonstrate mastery.	Direct Instruction	01/16/2013	01/30/2016	\$0 - Other	Teachers, Coaches

### Strategy7:

Parent & Family Engagement - The school will foster genuine partnerships with individual parents and parent groups (PTA, Strong Fathers, CIPL Fellows, etc.) to ensure that parents are engaged in their children's learning.

Category:

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - Supporting Parents as They Support the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Programs will be implemented to educate parents about curriculum and learning (ex. book studies, PTA presentations, invitations for parents to learn and participate alongside students in the classroom.) Programs initiated by parents for the purpose of enhancing learning at school will be supported by teachers and staff.	Community Engagement	01/01/2014	06/30/2016	\$2000 - Booster Fund	Teachers, Support Staff, Principals.

### Strategy8:

Technology - 21st Century student learning and problem solving will be enhanced and supported by the acquisition and implementation of new computer and wireless technologies.

Category:

Research Cited:

Activity - Technology Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century student learning will be enhanced and supported by the acquisition and implementation of new computer and wireless technologies. Technology learning will not be taught as an isolated set of skills, but rather it will be integrated with learning in the content areas as tools for gaining knowledge, solving problems, and communicating ideas to others. BYOT policies and procedures will support the development of a 1-1 Technology learning environment, where knowledge can be accessed by anyone, anywhere, and at anytime.	Direct Instruction	01/16/2013	06/30/2016	\$5000 - Booster Fund \$11000 - School Council Funds \$4000 - State Funds	Teachers,.Principals

### Strategy9:

Vocabulary - Vocabulary - Academic Terminology

Category:

Research Cited: Cleveland County Schools resources.

Activity - Vocabulary & Learning Progressions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will vertically align vocabulary and academic terminology across all content.	Direct Instruction	01/01/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach

### Strategy10:

Program Review - Teachers will implement academic programming the meets the requirements of Program Review for K-3, Writing , Arts & Humanities, and Practical Living.

Category:

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - Arts & Humanities, Practical Living, Writing, and K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will receive direct instruction in Art, Music, Drama, Dance, Practical Living, and Writing. Primary students in K-3 will receive appropriate Primary instruction. All Instruction will meet standards outlined in Program of Studies and KCAS, will meet the requirements of Program Review, and will be integrated with instruction for the Common Core Standards whenever feasible (ex. project base learning).	Direct Instruction	01/16/2013	06/30/2016	\$1000 - School Council Funds \$3000 - Booster Fund	Teachers, Principals

### Measurable Objective 2:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with KCAS skills in Mathematics by 06/30/2015 as measured by K-PREP annual scores (proficient and distinguished) and STAR Math benchmarking scores (67th - 99th NPR).

### Strategy1:

Formative Assessment - Teachers will be intentional in the regular use of formative assessments to check for student mastery of the KCAS, providing students with immediate and specific feedback, and providing students additional opportunities to use the feedback and then demonstrate mastery.

Category:

Research Cited:

Activity - Weekly learning checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer weekly learning checks in the format KPREP tasks. Student work will be analyzed and instructional changes will be adjusted to meet the needs of students.	Direct Instruction	01/01/2013	06/30/2016	\$0 - No Funding Required	Teachers, Coach

Activity - STAR Math, Reading, & Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will benchmark all students 3 times per year using the STAR assessment tool. Students receiving RTI will be assessed and monitored bi-weekly. Teachers will use the assessment data and the individualized instructional recommendations in the design and implementation of interventions and extensions. Achievement goals will be explicitly communicated to the students, with encouragement to own those goals.	Academic Support Program	01/01/2013	06/30/2016	\$0 - District Funding	Teachers, Coach

### Strategy2:

High Achieving Students - Teachers will meet the learning needs of high achieving students.

Category: Professional Learning & Support

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instructional strategies to enhance/accelerate learning in the classroom for high achieving and formally identified gifted and talented students; strategies to address effective needs of learners; resources for instruction as well as extensions. Utilize STAR instructional recommendations for intentional differentiation. Offer opportunities for PD in Stephens University.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Gifted Coordinator; Instructional Coaches

### Strategy3:

Critical Thinking Through the Pencil - Strengthen critical thinking orally and explaining in writing.

Category:

Research Cited:

Activity - Scaffold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scaffold instruction, K-5. For example: K-1 - short answer only; 2nd - master short answer, introduce extended response; 3-5 - refine short answer and extended response.	Direct Instruction	01/01/2013	06/30/2016	\$0 - No Funding Required	Teachers, Coach

### Goal 3:

Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 51.4% in 2014-2015 to 76.3% in 2018-2019.

### Measurable Objective 1:

67% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Math and in Reading by 06/30/2017 as measured by K-PREP.

### Strategy1:

School Readiness and Community Engagement - Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will included BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.

Category: Early Learning

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - School Readiness and BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will include BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.	Academic Support Program	03/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Guidance Counselors, Kindergarten Teachers

### Strategy2:

School-Wide Reading Writing Focus - Teachers will focus instruction on reading and writing.

Category: Continuous Improvement

Research Cited:

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers set reading goals based for students based on their Zone of Proximal Development levels in grades 2-5. Our librarian has established classroom goals as well.	Academic Support Program	01/04/2016	06/30/2017	\$1000 - General Fund	Librarian Homeroom teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The written plan was developed by the writing committee. The plan includes school and grade level expectations that meet KCAS and program review requirements. We will follow all requirements of the writing plan and teachers will implement the writing plan, analyze writing samples and complete a student writing communication folder.	Professional Learning	08/13/2015	06/30/2017	\$0 - General Fund	Instructional Coach; Assistant Principal; Team Leaders; Classroom teachers

### Strategy3:

Program Review - Program Review Process

Category: Continuous Improvement

Research Cited: K-PREP research that instituted the program review process.

Activity - Primary Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our primary program will support the success of all students in all content areas as our teachers utilize best practice strategies, data-driven decisions, RTI and collaborative instruction.	Academic Support Program	01/04/2016	07/28/2017	\$0 - No Funding Required	Primary teachers, primary team leaders, RTI teachers, instructional coach



## Closing the Achievement Gap

Stephens Elementary School

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES has a program review committee. The committee is charged with collecting information/student samples from the staff and writing/revising rationales. They will review what is submitted to the State and score on the program review rubric.	Academic Support Program	10/15/2015	06/30/2017	\$500 - School Council Funds	Principal, Assistant Principal, Program Review Leads; Team Leaders

### Strategy4:

Professional Learning Communities - Professional Learning Communities will have an intentional and specific focus.

Category: Professional Learning & Support

Research Cited:

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will focus on the vertical alignment of the writing curriculum based on the integration of Benchmark Literacy and The 6 Traits of Writing.	Professional Learning	05/23/2016	06/30/2017	\$0 - No Funding Required	Instructional Coach, Principal, Assistant Principal, Classroom Teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district analyses of Benchmark Literacy's Units 3 and 8. Data will be submitted to the district and analyzed in PLC's.	Professional Learning	12/01/2015	06/02/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze whole-school and grade level K-PREP data. Teachers will identify trends and develop strategies to address the weaknesses.	Professional Learning	10/01/2015	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data in PLC and faculty meetings from: Drop and Write sessions, Rtl progress monitoring, Benchmark Literacy assessments, etc. Teachers will identify strengths, weaknesses and next steps.	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers

### Goal 4:

By 2020 the current number of novice scores in reading and math (82) will be reduced by half to 41.

### Measurable Objective 1:

A total of 271 Third, Fourth and Fifth grade students will demonstrate a proficiency of apprentice or higher in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

## Closing the Achievement Gap

Stephens Elementary School

### Strategy1:

Parent Engagement -

Category: Stakeholder Engagement

Research Cited:

Activity - Curriculum Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, parents are invited to visit Stephens so they can see what their child will be learning during the upcoming school year and what the expectations will be.	Community Engagement	08/15/2016	09/30/2016	\$0 - No Funding Required	All teachers and administration

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Nights will provide opportunities for family leadership and engagement to help parents understand the curriculum and instructional strategies so that they are able to assist their child as needed.	Parent Involvement Community Engagement	01/04/2016	06/30/2017	\$1000 - School Council Funds	All staff

### Strategy2:

Response to Intervention - Rtl Intervention Process

Category: Learning Systems

Research Cited:

Activity - School Rtl Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking system and monitoring sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student through the grade levels.	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	All staff

Activity - Study Bees--ESS Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before or after school tutoring will be provided for students who are performing below grade level in reading and/or math.	Academic Support Program	11/02/2015	06/30/2017	\$5000 - Grant Funds	ESS Coordinator; ESS tutors

## Closing the Achievement Gap

Stephens Elementary School

Activity - Monitoring of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl students will be monitored every other week. All students will be benchmarked three times per year to ensure that they are making adequate progress.	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	All staff

Activity - One to One Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some students who are performing below grade level will be assigned a One to One Coach to provide individual tutoring in reading or math on a weekly basis.	Community Engagement Academic Support Program	10/01/2015	06/30/2017	\$300 - School Council Funds	One to One Liaison, One to One Coaches, Homeroom teachers of identified students

### Goal 5:

Increase the number of Stephens students in the non-duplicated gap group who score proficient/distinguished on the combined reading and math portions of K-PREP from 46.8% in 2014-2015 to 70.2% in 2019.

### Measurable Objective 1:

59% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

### Strategy1:

Communication -

Category: Management Systems

Research Cited:

Activity - Research-Based Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl and homeroom teachers will communicate weekly regarding the learning objectives and progress of their students.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Rtl and homeroom teachers

Activity - Collaboration Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with special education teachers, homeroom teachers, and administration, a strong communication network will be established for identifying and remediating students who may or may not be in the GAP group.	Policy and Process Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, special education teachers, homeroom teachers

### Strategy2:

Free and Reduced -

Category: Professional Learning & Support

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

---

Activity - Poverty Simulation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be invited to attend a poverty simulation training so that they have a greater understanding of the barriers facing students of poverty.	Professional Learning	12/04/2015	06/30/2016	\$0 - No Funding Required	All staff

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

Regular reviews of the CSIP with reporting to the SBDM will occur through work within team meetings and grade level PLCs. Teacher will continue the practice of reviewing, analyzing and tracking student data from Star, KPrep, etc and use that data to make instructional decisions. Interventions such as ESS, classroom small group instruction and individual student conversations will continue to inform teaching practices.

**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 number of Stephens students in the non-duplicated Gap group who score proficient / distinguished on the combined Reading and Math portions of KPREP from 43.7% in 2014 to 69.4% in 2017

**Measurable Objective 1:**

52% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Math and in English Language Arts by 06/30/2015 as measured by KREP non-duplicated gap scores and by STAR (67%ile - 99%ile NPR)..

**Strategy1:**

Mentoring - Natural and Planned mentoring as described in the research literature.

Category: Continuous Improvement

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in the non-duplicated gap group will receive weekly "planned mentoring" from an additional adult (staff member, parent volunteer, business partner, community member) trained to be a Ment2Be Coach who will seek to build the character, confidence, self-efficacy and competence of the student. Some planned mentoring activities might include reading together, having lunch, encouraging conversations, academic check-ins, and participation at events especially planned for the mentor and student (kickball games, bowling, school party). Parent of students receiving the "planned mentoring" will provide permission for the student to be assigned a mentor.	Academic Support Program	08/10/2014	06/30/2016	\$0 - No Funding Required	Principals, Counselors, Teachers, and Mentors

### Strategy2:

Progress Monitoring - Monitor individual student achievement progress and the effectiveness of intervention strategies.

Category:

Research Cited:

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of interim, pre, formative, and common assessments, to plan for personalized instruction. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-weekly assessments to monitor progress.	Academic Support Program	01/10/2013	06/30/2016	\$0 - District Funding	Teachers, Administrators, Coach

### Strategy3:

Professional Development - Teachers will be trained in research based instructional practice for meeting the learning needs of students who are experiencing barriers to learning and achievement.

Category:

Research Cited:

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, but not limited to students with language barriers; executive functioning students of poverty, homeless and transient students; and students with disabilities.	Academic Support Program	01/10/2013	06/30/2016	\$0 - District Funding	ELL Teachers, Special Ed Teachers, Classroom Teachers, RTI Teachers, Principals, Coach

### Strategy4:

Addressing Truancy - Work with students and families to decrease instances of truancy.

Category:

Research Cited:

## Closing the Achievement Gap

Stephens Elementary School

Activity - Attendance and Truancy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Revise the processes for addressing student attendance and truancy issues to include a mechanism to review data and progress.	Other	01/10/2013	06/30/2016	\$0 - District Funding	Principals and Counselors with guidance and support from District leadership.

### Goal 2:

Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 55.1% in 2014 to 75.6% in 2017.

### Measurable Objective 1:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with KY Core Academic Standards skills in English Language Arts by 06/30/2015 as measured by K-PREP annual scores (proficient and distinguished) and STAR Reading and Early Literacy benchmarking scores (67% - 99%ile NPR).

### Strategy1:

Use of Data - Use student data to design intentional instruction.

Category:

Research Cited:

Activity - Use of Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure assessment align with KCAS. Student work will be analyzed using the data team process.	Academic Support Program	01/10/2014	06/30/2016	\$0 - Other	Teachers, Coach, Principals

### Strategy2:

School Readiness - Help families to prepare students for Kindergarten entry.

Category:

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement, and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener and STAR to create and monitor a learning plan for next steps of instruction for K students in bottom 20%.	Academic Support Program	01/10/2014	06/30/2016	\$0 - District Funding	Teachers, coach, administrators.

### Strategy3:

Building Teacher Leaders - Teacher leaders share content expertise with faculty.

Category:

## Closing the Achievement Gap

Stephens Elementary School

Research Cited:

Activity - Building Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify classroom teachers who exhibit knowledge in content and skills in instruction to build teacher leaders in all content areas.	Academic Support Program	01/11/2013	06/30/2016	\$0 - No Funding Required	Principals with guidance from District leaders.

### Strategy4:

Parent & Family Engagement - The school will foster genuine partnerships with individual parents and parent groups (PTA, Strong Fathers, CIPL Fellows, etc.) to ensure that parents are engaged in their children's learning.

Category:

Research Cited:

Activity - Supporting Parents as They Support the School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Programs will be implemented to educate parents about curriculum and learning (ex. book studies, PTA presentations, invitations for parents to learn and participate alongside students in the classroom.) Programs initiated by parents for the purpose of enhancing learning at school will be supported by teachers and staff.	Community Engagement	01/01/2014	06/30/2016	\$2000 - Booster Fund	Teachers, Support Staff, Principals.

### Strategy5:

Writing Plan - Writing plan endorsed by SBDM.

Category:

Research Cited:

Activity - Writing Plan Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to the school's Writing Instruction Plan as approved by the school SBDM Council.	Direct Instruction	01/01/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach, Principals, SBDM Council

### Strategy6:

Vocabulary - Vocabulary - Academic Terminology

Category:

Research Cited: Cleveland County Schools resources.

Activity - Vocabulary & Learning Progressions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teams will vertically align vocabulary and academic terminology across all content.	Direct Instruction	01/01/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach

### Strategy7:

## Closing the Achievement Gap

Stephens Elementary School

Formative Assessment - Formative Assessment

Category:

Research Cited:

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to summative assessments, teachers will be intentional in the regular use of formative assessments to check for student mastery of the KCAS, providing students with immediate and specific feedback, and providing students additional opportunities to use the feedback and then demonstrate mastery.	Direct Instruction	01/16/2013	01/30/2016	\$0 - Other	Teachers, Coaches

### Strategy8:

Program Review - Teachers will implement academic programming the meets the requirements of Program Review for K-3, Writing , Arts & Humanities, and Practical Living.

Category:

Research Cited:

Activity - Arts & Humanities, Practical Living, Writing, and K-3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will receive direct instruction in Art, Music, Drama, Dance, Practical Living, and Writing. Primary students in K-3 will receive appropriate Primary instruction. All Instruction will meet standards outlined in Program of Studies and KCAS, will meet the requirements of Program Review, and will be integrated with instruction for the Common Core Standards whenever feasible (ex. project base learning).	Direct Instruction	01/16/2013	06/30/2016	\$3000 - Booster Fund \$1000 - School Council Funds	Teachers, Principals

### Strategy9:

Technology - 21st Century student learning and problem solving will be enhanced and supported by the acquisition and implementation of new computer and wireless technologies.

Category:

Research Cited:

Activity - Technology Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
21st Century student learning will be enhanced and supported by the acquisition and implementation of new computer and wireless technologies. Technology learning will not be taught as an isolated set of skills, but rather it will be integrated with learning in the content areas as tools for gaining knowledge, solving problems, and communicating ideas to others. BYOT policies and procedures will support the development of a 1-1 Technology learning environment, where knowledge can be accessed by anyone, anywhere, and at anytime.	Direct Instruction	01/16/2013	06/30/2016	\$11000 - School Council Funds \$5000 - Booster Fund \$4000 - State Funds	Teachers,.Principals



## Closing the Achievement Gap

Stephens Elementary School

### Strategy10:

Building Teacher Capacity - Building Teacher Capacity

Category:

Research Cited:

Activity - Curriculum Design & Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standardsbased units of instruction aligned to KCAS, Quality Core and College Readiness Standards.	Other	01/10/2014	06/30/2016	\$0 - No Funding Required	Teachers, Coach, Principals with guidance and support from District leadership.

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide PD opportunities during Stephens University, PLC's and after school to: embedded 21st Century Skills, and communication skills both written and spoken; differentiation of instruction within units; data analysis, interventions, meeting the needs of GAP groups, recognize and respond to academic and nonacademic barriers to learning;	Professional Learning	01/10/2013	06/30/2016	\$0 - No Funding Required	Coach, Teachers, Principals

### Measurable Objective 2:

62% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency with KCAS skills in Mathematics by 06/30/2015 as measured by K-PREP annual scores (proficient and distinguished) and STAR Math benchmarking scores (67th - 99th NPR).

### Strategy1:

Critical Thinking Through the Pencil - Strengthen critical thinking orally and explaining in writing.

Category:

Research Cited:

Activity - Scaffold	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Scaffold instruction, K-5. For example: K-1 - short answer only; 2nd - master short answer, introduce extended response; 3-5 - refine short answer and extended response.	Direct Instruction	01/01/2013	06/30/2016	\$0 - No Funding Required	Teachers, Coach

### Strategy2:

Formative Assessment - Teachers will be intentional in the regular use of formative assessments to check for student mastery of the KCAS, providing students with immediate and specific feedback, and providing students additional opportunities to use the feedback and then demonstrate mastery.

Category:

## Closing the Achievement Gap

Stephens Elementary School

Research Cited:

Activity - Weekly learning checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer weekly learning checks in the format KPREP tasks. Student work will be analyzed and instructional changes will be adjusted to meet the needs of students.	Direct Instruction	01/01/2013	06/30/2016	\$0 - No Funding Required	Teachers, Coach

Activity - STAR Math, Reading, & Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will benchmark all students 3 times per year using the STAR assessment tool. Students receiving RTI will be assessed and monitored bi-weekly. Teachers will use the assessment data and the individualized instructional recommendations in the design and implementation of interventions and extensions. Achievement goals will be explicitly communicated to the students, with encouragement to own those goals.	Academic Support Program	01/01/2013	06/30/2016	\$0 - District Funding	Teachers, Coach

### Strategy3:

High Achieving Students - Teachers will meet the learning needs of high achieving students.

Category: Professional Learning & Support

Research Cited:

Activity - High Achieving Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide instructional strategies to enhance/accelerate learning in the classroom for high achieving and formally identified gifted and talented students; strategies to address effective needs of learners; resources for instruction as well as extensions. Utilize STAR instructional recommendations for intentional differentiation. Offer opportunities for PD in Stephens University.	Academic Support Program	01/01/2015	06/30/2016	\$0 - No Funding Required	Directors of Teaching and Learning; Gifted Coordinator; Instructional Coaches

### Goal 3:

By 2020 the current number of novice scores in reading and math (82) will be reduced by half to 41.

### Measurable Objective 1:

A total of 271 Third, Fourth and Fifth grade students will demonstrate a proficiency of apprentice or higher in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

### Strategy1:

Response to Intervention - RtI Intervention Process

Category: Learning Systems

## Closing the Achievement Gap

Stephens Elementary School

Research Cited:

Activity - Monitoring of Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl students will be monitored every other week. All students will be benchmarked three times per year to ensure that they are making adequate progress.	Academic Support Program	08/13/2015	06/30/2017	\$0 - No Funding Required	All staff

Activity - School Rtl Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking system and monitoring sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student through the grade levels.	Academic Support Program	09/01/2015	06/30/2017	\$0 - No Funding Required	All staff

Activity - One to One Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Some students who are performing below grade level will be assigned a One to One Coach to provide individual tutoring in reading or math on a weekly basis.	Academic Support Program Community Engagement	10/01/2015	06/30/2017	\$300 - School Council Funds	One to One Liaison, One to One Coaches, Homeroom teachers of identified students

Activity - Study Bees--ESS Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before or after school tutoring will be provided for students who are performing below grade level in reading and/or math.	Academic Support Program	11/02/2015	06/30/2017	\$5000 - Grant Funds	ESS Coordinator; ESS tutors

### Strategy2:

Parent Engagement -

Category: Stakeholder Engagement

Research Cited:

Activity - Curriculum Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the beginning of the school year, parents are invited to visit Stephens so they can see what their child will be learning during the upcoming school year and what the expectations will be.	Community Engagement	08/15/2016	09/30/2016	\$0 - No Funding Required	All teachers and administration

## Closing the Achievement Gap

Stephens Elementary School

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Family Nights will provide opportunities for family leadership and engagement to help parents understand the curriculum and instructional strategies so that they are able to assist their child as needed.	Community Engagement Parent Involvement	01/04/2016	06/30/2017	\$1000 - School Council Funds	All staff

### Goal 4:

Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 51.4% in 2014-2015 to 76.3% in 2018-2019.

### Measurable Objective 1:

67% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Math and in Reading by 06/30/2017 as measured by K-PREP.

### Strategy1:

School-Wide Reading Writing Focus - Teachers will focus instruction on reading and writing.

Category: Continuous Improvement

Research Cited:

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers set reading goals based for students based on their Zone of Proximal Development levels in grades 2-5. Our librarian has established classroom goals as well.	Academic Support Program	01/04/2016	06/30/2017	\$1000 - General Fund	Librarian Homeroom teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The written plan was developed by the writing committee. The plan includes school and grade level expectations that meet KCAS and program review requirements. We will follow all requirements of the writing plan and teachers will implement the writing plan, analyze writing samples and complete a student writing communication folder.	Professional Learning	08/13/2015	06/30/2017	\$0 - General Fund	Instructional Coach; Assistant Principal; Team Leaders; Classroom teachers

### Strategy2:

Program Review - Program Review Process

Category: Continuous Improvement

Research Cited: K-PREP research that instituted the program review process.

## Closing the Achievement Gap

Stephens Elementary School

Activity - Primary Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our primary program will support the success of all students in all content areas as our teachers utilize best practice strategies, data-driven decisions, RTI and collaborative instruction.	Academic Support Program	01/04/2016	07/28/2017	\$0 - No Funding Required	Primary teachers, primary team leaders, RTI teachers, instructional coach

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES has a program review committee. The committee is charged with collecting information/student samples from the staff and writing/revising rationales. They will review what is submitted to the State and score on the program review rubric.	Academic Support Program	10/15/2015	06/30/2017	\$500 - School Council Funds	Principal, Assistant Principal, Program Review Leads; Team Leaders

### Strategy3:

School Readiness and Community Engagement - Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will included BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.

Category: Early Learning

Research Cited:

Activity - School Readiness and BRIGANCE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will include BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.	Academic Support Program	03/01/2016	05/31/2017	\$0 - No Funding Required	Principal, Assistant Principal, Guidance Counselors, Kindergarten Teachers

### Strategy4:

Professional Learning Communities - Professional Learning Communities will have an intentional and specific focus.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze whole-school and grade level K-PREP data. Teachers will identify trends and develop strategies to address the weaknesses.	Professional Learning	10/01/2015	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers

## Closing the Achievement Gap

Stephens Elementary School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in district analyses of Benchmark Literacy's Units 3 and 8. Data will be submitted to the district and analyzed in PLC's.	Professional Learning	12/01/2015	06/02/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze data in PLC and faculty meetings from: Drop and Write sessions, Rtl progress monitoring, Benchmark Literacy assessments, etc. Teachers will identify strengths, weaknesses and next steps.	Professional Learning	08/13/2015	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will focus on the vertical alignment of the writing curriculum based on the integration of Benchmark Literacy and The 6 Traits of Writing.	Professional Learning	05/23/2016	06/30/2017	\$0 - No Funding Required	Instructional Coach, Principal, Assistant Principal, Classroom Teachers

### Goal 5:

Increase the number of Stephens students in the non-duplicated gap group who score proficient/distinguished on the combined reading and math portions of K-PREP from 46.8% in 2014-2015 to 70.2% in 2019.

### Measurable Objective 1:

59% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

### Strategy1:

Communication -

Category: Management Systems

Research Cited:

Activity - Research-Based Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl and homeroom teachers will communicate weekly regarding the learning objectives and progress of their students.	Academic Support Program	01/04/2016	06/30/2017	\$0 - No Funding Required	Rtl and homeroom teachers

## Closing the Achievement Gap

Stephens Elementary School

Activity - Collaboration Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Working with special education teachers, homeroom teachers, and administration, a strong communication network will be established for identifying and remediating students who may or may not be in the GAP group.	Policy and Process Professional Learning	01/04/2016	06/30/2017	\$0 - No Funding Required	Principal, Assistant Principal, special education teachers, homeroom teachers

### Strategy2:

Free and Reduced -

Category: Professional Learning & Support

Research Cited:

Activity - Poverty Simulation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be invited to attend a poverty simulation training so that they have a greater understanding of the barriers facing students of poverty.	Professional Learning	12/04/2015	06/30/2016	\$0 - No Funding Required	All staff

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

As previously described, the Ment2B mentoring program will assist school personnel in identifying and moving to meet the needs of students in gap groups that have gone unaddressed in past years. Teacher leaders are being trained and supported through roundtables and other professional growth opportunities to hone their craft as teachers. More effective use of the co-teaching model for special education and ELL populations continues to be a focus. The school will continue to make a concerted effort to reach out to families of students in the identified gap groups to determine barriers and support positive relationships needed to make every student successful at SES. Our transition to a Title I school will also allow us to provide extra assistance to students and families.

## **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:**

- 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



# **Comprehensive School Improvement Plan - January 2016**

# Overview

**Plan Name**

Comprehensive School Improvement Plan - January 2016

**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 percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 51.4% in 2014-2015 to 76.3% in 2018-2019.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$1500
2	Increase the number of Stephens students in the non-duplicated gap group who score proficient/distinguished on the combined reading and math portions of K-PREP from 46.8% in 2014-2015 to 70.2% in 2019.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0
3	By 2020 the current number of novice scores in reading and math (82) will be reduced by half to 41.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$6300

## Goal 1: Increase the percentage of students scoring proficient and distinguished on the combined reading and math K-PREP scores for the elementary students at Stephens Elementary from 51.4% in 2014-2015 to 76.3% in 2018-2019.

### Measurable Objective 1:

67% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency in Math and in Reading by 06/30/2017 as measured by K-PREP.

### Strategy 1:

School-Wide Reading Writing Focus - Teachers will focus instruction on reading and writing.

Category: Continuous Improvement

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers set reading goals based for students based on their Zone of Proximal Development levels in grades 2-5. Our librarian has established classroom goals as well.	Academic Support Program	01/04/2016	06/30/2017	\$1000	General Fund	Librarian Homeroom teachers

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The written plan was developed by the writing committee. The plan includes school and grade level expectations that meet KCAS and program review requirements. We will follow all requirements of the writing plan and teachers will implement the writing plan, analyze writing samples and complete a student writing communication folder.	Professional Learning	08/13/2015	06/30/2017	\$0	General Fund	Instructional Coach; Assistant Principal; Team Leaders; Classroom teachers

### Strategy 2:

Professional Learning Communities - Professional Learning Communities will have an intentional and specific focus.

Category: Professional Learning & Support

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

## Closing the Achievement Gap

Stephens Elementary School

Teachers will analyze whole-school and grade level K-PREP data. Teachers will identify trends and develop strategies to address the weaknesses.	Professional Learning	10/01/2015	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers
---	-----------------------	------------	------------	-----	---------------------	---

Activity - Analysis of Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data in PLC and faculty meetings from: Drop and Write sessions, Rtl progress monitoring, Benchmark Literacy assessments, etc. Teachers will identify strengths, weaknesses and next steps.	Professional Learning	08/13/2015	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district analyses of Benchmark Literacy's Units 3 and 8. Data will be submitted to the district and analyzed in PLC's.	Professional Learning	12/01/2015	06/02/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach, Classroom Teachers

Activity - Targeted Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will focus on the vertical alignment of the writing curriculum based on the integration of Benchmark Literacy and The 6 Traits of Writing.	Professional Learning	05/23/2016	06/30/2017	\$0	No Funding Required	Instructional Coach, Principal, Assistant Principal, Classroom Teachers

### Strategy 3:

Program Review - Program Review Process

Category: Continuous Improvement

Research Cited: K-PREP research that instituted the program review process.

Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Closing the Achievement Gap

Stephens Elementary School

SES has a program review committee. The committee is charged with collecting information/student samples from the staff and writing/revising rationales. They will review what is submitted to the State and score on the program review rubric.	Academic Support Program	10/15/2015	06/30/2017	\$500	School Council Funds	Principal, Assistant Principal, Program Review Leads; Team Leaders
--	--------------------------	------------	------------	-------	----------------------	--

Activity - Primary Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our primary program will support the success of all students in all content areas as our teachers utilize best practice strategies, data-driven decisions, RTI and collaborative instruction.	Academic Support Program	01/04/2016	07/28/2017	\$0	No Funding Required	Primary teachers, primary team leaders, RTI teachers, instructional coach

### Strategy 4:

School Readiness and Community Engagement - Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will included BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.

Category: Early Learning

Activity - School Readiness and BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will include BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.	Academic Support Program	03/01/2016	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Guidance Counselors, Kindergarten Teachers

**Goal 2: Increase the number of Stephens students in the non-duplicated gap group who score proficient/distinguished on the combined reading and math portions of K-PREP from 46.8% in 2014-2015 to 70.2% in 2019.**

### Measurable Objective 1:

59% of Black or African-American, Economically Disadvantaged, Students with Disabilities and English Learners students will demonstrate a proficiency in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

## Closing the Achievement Gap

Stephens Elementary School

### Strategy 1:

Communication -

Category: Management Systems

Activity - Collaboration Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Working with special education teachers, homeroom teachers, and administration, a strong communication network will be established for identifying and remediating students who may or may not be in the GAP group.	Professional Learning, Policy and Process	01/04/2016	06/30/2017	\$0	No Funding Required	Principal, Assistant Principal, special education teachers, homeroom teachers

Activity - Research-Based Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl and homeroom teachers will communicate weekly regarding the learning objectives and progress of their students.	Academic Support Program	01/04/2016	06/30/2017	\$0	No Funding Required	Rtl and homeroom teachers

### Strategy 2:

Free and Reduced -

Category: Professional Learning & Support

Activity - Poverty Simulation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be invited to attend a poverty simulation training so that they have a greater understanding of the barriers facing students of poverty.	Professional Learning	12/04/2015	06/30/2016	\$0	No Funding Required	All staff

**Goal 3: By 2020 the current number of novice scores in reading and math (82) will be reduced by half to 41.**

### Measurable Objective 1:

A total of 271 Third, Fourth and Fifth grade students will demonstrate a proficiency of apprentice or higher in Reading and in Mathematics by 06/30/2017 as measured by K-PREP.

### Strategy 1:

Response to Intervention - Rtl Intervention Process

## Closing the Achievement Gap

Stephens Elementary School

Category: Learning Systems

Activity - School Rtl Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking system and monitoring sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student through the grade levels.	Academic Support Program	09/01/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - Monitoring of Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl students will be monitored every other week. All students will be benchmarked three times per year to ensure that they are making adequate progress.	Academic Support Program	08/13/2015	06/30/2017	\$0	No Funding Required	All staff

Activity - One to One Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some students who are performing below grade level will be assigned a One to One Coach to provide individual tutoring in reading or math on a weekly basis.	Academic Support Program, Community Engagement	10/01/2015	06/30/2017	\$300	School Council Funds	One to One Liaison, One to One Coaches, Homeroom teachers of identified students

Activity - Study Bees--ESS Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before or after school tutoring will be provided for students who are performing below grade level in reading and/or math.	Academic Support Program	11/02/2015	06/30/2017	\$5000	Grant Funds	ESS Coordinator; ESS tutors

### Strategy 2:

Parent Engagement -

Category: Stakeholder Engagement

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Nights will provide opportunities for family leadership and engagement to help parents understand the curriculum and instructional strategies so that they are able to assist their child as needed.	Community Engagement, Parent Involvement	01/04/2016	06/30/2017	\$1000	School Council Funds	All staff



## Closing the Achievement Gap

Stephens Elementary School

Activity - Curriculum Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the school year, parents are invited to visit Stephens so they can see what their child will be learning during the upcoming school year and what the expectations will be.	Community Engagement	08/15/2016	09/30/2016	\$0	No Funding Required	All teachers and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
One to One Reading Program	Some students who are performing below grade level will be assigned a One to One Coach to provide individual tutoring in reading or math on a weekly basis.	Academic Support Program, Community Engagement	10/01/2015	06/30/2017	\$300	One to One Liaison, One to One Coaches, Homeroom teachers of identified students
Family Nights	Family Nights will provide opportunities for family leadership and engagement to help parents understand the curriculum and instructional strategies so that they are able to assist their child as needed.	Community Engagement, Parent Involvement	01/04/2016	06/30/2017	\$1000	All staff
Program Review Process	SES has a program review committee. The committee is charged with collecting information/student samples from the staff and writing/revising rationales. They will review what is submitted to the State and score on the program review rubric.	Academic Support Program	10/15/2015	06/30/2017	\$500	Principal, Assistant Principal, Program Review Leads; Team Leaders
<b>Total</b>					<b>\$1800</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Poverty Simulation	Staff will be invited to attend a poverty simulation training so that they have a greater understanding of the barriers facing students of poverty.	Professional Learning	12/04/2015	06/30/2016	\$0	All staff
School RtI Plan	Support the RTI tiered intervention process at all grade levels and monitor progress of students to ensure the implementation and effectiveness of such interventions. A systematic approach for student improvement will be implemented through the use of a common tracking system and monitoring sheet that will show the student progress and interventions utilized throughout the school year. The tracking sheet will progress with the student through the grade levels.	Academic Support Program	09/01/2015	06/30/2017	\$0	All staff

## Closing the Achievement Gap

Stephens Elementary School

Collaboration Plan	Working with special education teachers, homeroom teachers, and administration, a strong communication network will be established for identifying and remediating students who may or may not be in the GAP group.	Professional Learning, Policy and Process	01/04/2016	06/30/2017	\$0	Principal, Assistant Principal, special education teachers, homeroom teachers
School Readiness and BRIGANCE	Staff will communicate with upcoming kindergarten students and parents the guidelines for early childhood readiness and kindergarten readiness. This will include BRIGANCE screening results, kindergarten readiness camp and an overview of kindergarten entrance expectations at kindergarten registration and as children are enrolled in kindergarten.	Academic Support Program	03/01/2016	05/31/2017	\$0	Principal, Assistant Principal, Guidance Counselors, Kindergarten Teachers
Analysis of Student Work	Teachers will analyze data in PLC and faculty meetings from: Drop and Write sessions, Rtl progress monitoring, Benchmark Literacy assessments, etc. Teachers will identify strengths, weaknesses and next steps.	Professional Learning	08/13/2015	06/30/2017	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers
Research-Based Intervention Program	Rtl and homeroom teachers will communicate weekly regarding the learning objectives and progress of their students.	Academic Support Program	01/04/2016	06/30/2017	\$0	Rtl and homeroom teachers
Data Analysis	Teachers will analyze whole-school and grade level K-PREP data. Teachers will identify trends and develop strategies to address the weaknesses.	Professional Learning	10/01/2015	06/30/2017	\$0	Principal, Assistant Principal, Instructional Coach, Team Leaders, Classroom teachers
Curriculum Night	At the beginning of the school year, parents are invited to visit Stephens so they can see what their child will be learning during the upcoming school year and what the expectations will be.	Community Engagement	08/15/2016	09/30/2016	\$0	All teachers and administration
Monitoring of Progress	Rtl students will be monitored every other week. All students will be benchmarked three times per year to ensure that they are making adequate progress.	Academic Support Program	08/13/2015	06/30/2017	\$0	All staff
Primary Program	Our primary program will support the success of all students in all content areas as our teachers utilize best practice strategies, data-driven decisions, RTI and collaborative instruction.	Academic Support Program	01/04/2016	07/28/2017	\$0	Primary teachers, primary team leaders, RTI teachers, instructional coach

## Closing the Achievement Gap

Stephens Elementary School

Common Assessments	Teachers will participate in district analyses of Benchmark Literacy's Units 3 and 8. Data will be submitted to the district and analyzed in PLC's.	Professional Learning	12/01/2015	06/02/2017	\$0	Principal, Assistant Principal, Instructional Coach, Classroom Teachers
Targeted Professional Development	Professional Development will focus on the vertical alignment of the writing curriculum based on the integration of Benchmark Literacy and The 6 Traits of Writing.	Professional Learning	05/23/2016	06/30/2017	\$0	Instructional Coach, Principal, Assistant Principal, Classroom Teachers
<b>Total</b>					<b>\$0</b>	

## General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader	Teachers set reading goals based for students based on their Zone of Proximal Development levels in grades 2-5. Our librarian has established classroom goals as well.	Academic Support Program	01/04/2016	06/30/2017	\$1000	Librarian Homeroom teachers
Writing Plan	The written plan was developed by the writing committee. The plan includes school and grade level expectations that meet KCAS and program review requirements. We will follow all requirements of the writing plan and teachers will implement the writing plan, analyze writing samples and complete a student writing communication folder.	Professional Learning	08/13/2015	06/30/2017	\$0	Instructional Coach; Assistant Principal; Team Leaders; Classroom teachers
<b>Total</b>					<b>\$1000</b>	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Bees--ESS Tutoring	Before or after school tutoring will be provided for students who are performing below grade level in reading and/or math.	Academic Support Program	11/02/2015	06/30/2017	\$5000	ESS Coordinator; ESS tutors
<b>Total</b>					<b>\$5000</b>	