



Closing the Achievement Gap

A M Yealey Elementary School

Boone County

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Introduction

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

KDE Closing the Achievement Gap

Introduction

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

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

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

Achievement Gap Groups Identification

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

Response:

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

Achievement Gap Summary

Describe the school's climate and culture.

Yealey Elementary is home to 550 students PreK-5th grade. Yealey is located in the heart of a neighborhood in Florence, Kentucky. We are identified as a School-Wide Title 1 school with a 48.7 % population of free/reduced lunch students. This identification offers our school additional opportunities and financial support. The school has 22 homeroom teachers PreK-5th, a blended learning team for 21st Century Skills and Project Based Learning, a special education team, a Title 1 Specialist, math/reading interventionist for primary/intermediate, a part-time ELL teacher, part-time ot/pt therapists, a full-time speech pathologist and a part-time online speech therapist, 5 special area teachers, a Family Resource Coordinator, and a dedicated and hardworking team of classified staff. We have an active and growing Parent-Teacher Association with hopes of bringing increasing our community partnerships and support. Our school completed a 3 year PEP grant in 2014 that supports our health and wellness education and provides additional support for our students. We are implementing our Sustainability Plan to continue all of the good works and programs that were afforded us from the grant. We offer extra-curricular activities for a variety of interests including Academic Team, Lego League, Odyssey of the Mind, Basketball, Cheerleading, and a variety of physical/healthy living clubs through Active Bobcats. Students and families enjoy parent involvement activities on a regular basis to increase the community involvement and provide avenues for all stakeholders to provide important input into our academic/social programs.

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

The following strategies have been implemented to assist closing the achievement gap:

- personalized learning through the RtI process
- regular PLC meetings to discuss student progress and plans for instruction
- professional development opportunities for teachers through Yealey University, book studies, and online courses
- PBIS moving to tier 2 to implement behavior and character education
- a focus on students keeping data binders and practicing goal setting

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

One barrier we are working to overcome is the social/emotional issues that many of our students are struggling with. We are working to help support them so that they can approach each day ready to learn. These issues come from many situations such as financial stress, transiency, and the drug problems facing our society. While we are addressing these issues as quickly as possible, the social/emotional problems tend to be the biggest barrier we have to face before learning can begin.

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

Monthly professional development is offered with a variety of sessions supported by the school and district. The school and district also collaborate in the use of instructional coaches to help support the PLC process.

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

SBDM reviews the CSIP in chunks to check progress throughout the year. Team leaders also have a focus from the SIP at their monthly work sessions.

Achievement Gap Diagnostic

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

Goal 1:

Increase achievement so that the achievement gap decreases by increasing the percent proficient and distinguished of the non-duplicated gap scores from 41.3% to 60% by 2017.

Measurable Objective 1:

demonstrate a proficiency of 60% proficient and distinguished by 06/30/2017 as measured by Overall Achievement of non-duplicated gap scores on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Yealey University, Professional Learning Communities, and Weekly Level Meetings will focus on professional development and embedded professional development, specifically best instructional practices based on Marzano research.	Professional Learning	01/31/2013	06/30/2017	\$5000 - Title I Schoolwide \$0 - Other	Administrative Team, Instructional Coach and teachers

Activity - Assessment PLC Discussions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Team Level Data Meetings will occur after state and district assessments are completed and data is available --- Each teacher will reflect on student growth based on core instruction, interventions and extra curricular opportunities-- - Instructional changes/additions will be modified to meet the indicated needs of students in this data meeting of students in this data meeting, students will have a small group or individual meeting with homeroom teacher post reflection to set goals for future assessments.	Academic Support Program	12/12/2014	06/30/2017	\$0 - Other	Classroom Teachers, Special Education Teachers, Special Area Teacher, Instructional Coach, Administration Team and District Support Staff for all listed areas.

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Activity - CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS will be trained as a tool to enhance teacher team planning/instruction/data analysis and positively impact student learning through engaging and up to date resources, rigorous assessment , and continuous feedback. Teachers will learn to utilize the professional development aspect, such as PD 360, to remain on a professional learning curve.	Academic Support Program	02/01/2013	05/31/2016	\$0 - No Funding Required	Administrative Team Instructional Coach

Activity - Professional Development-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Bar Model, Number Talks, Contexts for Learning, and Envision Program for math will be taught to all teachers at Yealey Elementary. Through these new structures and materials, grade level teams with the support of special education/area teachers, will develop instructional math units based on specific timeline. Teachers will have training during the school year and summer PD will also be offered as needed.	Professional Learning	01/12/2015	08/12/2016	\$5000 - General Fund	Admin Team Instructional Coach Teachers Math Leaders

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement co-taught classrooms using strategies from Power of 2.	Direct Instruction	05/31/2016	05/31/2018	\$500 - General Fund	Teachers Instructional Coach Administration

Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress. RtI Team will work with homeroom teachers to consistently and accurately use the STAR Reading/Math data and tools, with a focus on the diagnostic, to keep students on track and report to parents/guardians progress and additional resources available for use at home to help close gaps in reading/math. In addition students in 1-5 grade will have a goal sheet that will include specific foundation standards in reading and on demand writing information.	Academic Support Program	01/31/2013	06/30/2015	\$5000 - General Fund	Administrative Team Instructional Coach Interventionists Teachers

Strategy2:

Coaching Classroom Instruction - Teaching is a complex endeavor and it is extremely challenging to reach and maintain the highest levels of performance without help. One of the most proven methods of support towards any area of excellence is coaching. Providing coaching to educators directly in the classroom will raise the level of professional performance as well as pay high dividends to student performance and levels of proficiency.

Category:

Research Cited: Robert Marzano and Julia Simms-Classroom Strategies Series

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Activity - Teacher Reflection for Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review of unit/lesson plans at monthly PLC Level Meeting to identify and reflect on the specified levels of rigor and relevance that was planned and executed during instruction based on common core state standards in both reading and math. Teachers will reflect in professional conversation and writing how the skills/concepts being taught through relevant, real-world activities.	Academic Support Program	08/01/2013	06/30/2016	\$0 - General Fund	Administrative Team Instructional Coach Teachers

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

Plans are monitored and issues are addressed by SBDM, adhoc committees, and team leaders. The CSIP is also published on our webpage and parents are encouraged to read it. They are also encouraged to communicate with their SBDM representatives to offer suggestions and/or support. District office also supports our efforts by training, reviewing, and providing input to principals.

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 percent of effective teachers and leaders.

Measurable Objective 1:

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

Strategy1:

Building Capacity for School Accountability- - Through professional development in the area of data analysis of student formative and summative assessment from state, district and school levels. Student goal setting and regular checks on progress through the STAR assessment system

Category: Other - Continuous Progress

Research Cited: STAR

Activity - Re-evaluating the Process and Adjusting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the 14-15 school year the school will provide feedback to their SBDM Council regarding the effectiveness of the PGES. The SBDM will analyze the data and make suggestions for improvements and celebrate successes. The council will be looking for growth in student academic achievement as well as for growth in teacher's professional skills.	Other	09/01/2014	06/24/2016	\$0 - No Funding Required	Principal Teachers SBDM Council

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Strategy2:

Certified Evaluation Plan-KY Teacher Effectiveness Framework - Through continued reflective conversations and planning around the teacher effectiveness rubric. Teacher will work towards a score of 3 or above in a all domains. Professional development plans will be created around specific areas of teacher professionalism.

Category: Other - Continuous Progress

Research Cited: TPGES

Activity - Teacher and Principal Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build teacher and leader capacity in the four domains of the Teacher Effectiveness Framework. Provide support for teachers and leaders by utilizing the research based instructional strategies that impact student growth and achievement. Support administrative leaders as they analyze academic needs and school culture data for developing and attaining leadership goals as required by PGES. Support teachers as they work towards a solid implementation of common core standards and planning through the framework of Understanding by Design. Planning based on student growth goal needs as well as school academic growth.	Professional Learning	01/01/2015	06/29/2018	\$5000 - General Fund	Administrative Team Instructional Coach Peer Observers Teacher Leaders

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

The team leaders will be trained in The Orange Frog for a focus on the power of positive thinking and happiness. They will work on strategies from Leaders of Their Own Learning by Ron Berger and from Eric Jensen's work on poverty to help increase teacher effectiveness within their teams. We will continue to work closely with PTA and our newly formed community partners to provide support for our students.

Stakeholder Engagement and Collaboration

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

Response:

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

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement so that the achievement gap decreases by increasing the percent proficient and distinguished of the non-duplicated gap scores from 41.3% to 60% by 2017.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$15500
2	Increase achievement in both reading and math KPREP scores for Yealey Elementary School Students from 51.1% to 69.2% by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students will increase their K-Prep math scores so that the number of novice scores reduces from 17.5% to 15.7% by 2016.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: Increase achievement so that the achievement gap decreases by increasing the percent proficient and distinguished of the non-duplicated gap scores from 41.3% to 60% by 2017.

Status	Progress Notes	Created On	Created By
N/A	Rtl Process has been improved to include interventions that are aligned directly to identified skills and learning progressions in the STAR assessment system. Teachers have been meeting with intervention specialists to increase the effectiveness of Tier 1 interventions.	September 13, 2014	Linda Black
N/A	All STAR Reading and Math assessments indicate that the majority of students are making progress in the areas of reading and math. Students that are not making adequate progress are being provided tiered interventions in the homeroom classroom as well as tier 2 and 3 receiving above the daily classroom instruction/intervention. Programs such as Compass, Moby Max and various technology sites are being used for math and FFW, compass, guided reading, Corrective Reading, and Reading Assistant are being used for reading interventions.	March 30, 2014	Linda Black

Measurable Objective 1:

demonstrate a proficiency of 60% proficient and distinguished by 06/30/2017 as measured by Overall Achievement of non-duplicated gap scores on KPREP.

Status	Progress Notes	Created On	Created By
Not Met	I reworded our goal based on feedback from our SIP review from KDE. It now shows the amount of students that are not meeting P/D is shrinking.	May 07, 2015	Linda Black
Not Met	STAR indicated that gap students would improve in both reading and math for the 13-14 school year.	September 13, 2014	Linda Black

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Status	Progress Notes	Created On	Created By
N/A	Teacher's continue to work on Marzano Strategies that have been aligned with the areas of the PGES. This alignment has assisted teacher's in seeing that their instructional strategies must change in order to meet proficiency on PGES.	September 13, 2014	Linda Black
N/A	Our focus on Best Practices in Writing have been instrumental in increasing student achievement. Teachers are utilizing writing as a tool for writing to learn as well as a tool for demonstration of learning.	March 30, 2014	Linda Black

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Activity - Personalization and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress. Rtl Team will work with homeroom teachers to consistently and accurately use the STAR Reading/Math data and tools, with a focus on the diagnostic, to keep students on track and report to parents/guardians progress and additional resources available for use at home to help close gaps in reading/math. In addition students in 1-5 grade will have a goal sheet that will include specific foundation standards in reading and on demand writing information.	Academic Support Program	01/31/2013	06/30/2015	\$5000	General Fund	Administrative Team Instructional Coach Interventionists Teachers

Status	Progress Notes	Created On	Created By
N/A	Our shift in ATM conversations around student growth did not begin until winter. This shift was difficult for teachers as it revealed a lack of focus in tier 1 interventions. The change is happening and student achievement is being positively impacted based on weekly monitoring STAR score reports	March 30, 2014	Linda Black

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Yealey University, Professional Learning Communities, and Weekly Level Meetings will focus on professional development and embedded professional development, specifically best instructional practices based on Marzano research.	Professional Learning	01/31/2013	06/30/2017	\$5000	Title I Schoolwide, Other	Administrative Team, Instructional Coach and teachers

Status	Progress Notes	Created On	Created By
In Progress	Continued training on best practices (Marzano's 41), UbD, Daily 5, Great Books, Bar Model Math Strategies and Number Talks will be the PD focus for 2015-2016 school year.	May 07, 2015	Linda Black
In Progress	Teacher's PD is being aligned to ELA and Math both in house and externally	September 13, 2014	Linda Black
In Progress	PD has been focused to writing and instructional strategies this year. While we still have a ways to go, the improvement in writing is evidenced by the school wide on demand prompt from winter and the engagement levels in the classrooms have increased as multiple instructional strategies are monitored in the classrooms. Questioning will be our next step in PD along with Understanding by Design planning workshops this summer.	March 30, 2014	Linda Black

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Activity - Assessment PLC Discussions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team Level Data Meetings will occur after state and district assessments are completed and data is available --- Each teacher will reflect on student growth based on core instruction, interventions and extra curricular opportunities--- Instructional changes/additions will be modified to meet the indicated needs of students in this data meeting of students in this data meeting, students will have a small group or individual meeting with homeroom teacher post reflection to set goals for future assessments.	Academic Support Program	12/12/2014	06/30/2017	\$0	Other	Classroom Teachers, Special Education Teachers, Special Area Teacher, Instructional Coach, Administration Team and District Support Staff for all listed areas.

Status	Progress Notes	Created On	Created By
In Progress	PLCs continue to improve and teacher's are beginning to become more 'team' oriented as they begin to understand the requirements of teaching students to be career/college/life ready.	September 13, 2014	Linda Black
In Progress	PLC time utilized for more than assessment discussions, but felt like all topics were timely and important. Next year we will not only map out the time but have a specific plan for conversations around assessment, UbD, and writing with one week left open for timely or needed conversations,	March 30, 2014	Linda Black

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS will be trained as a tool to enhance teacher team planning/instruction/data analysis and positively impact student learning through engaging and up to date resources, rigorous assessment , and continuous feedback. Teachers will learn to utilize the professional development aspect, such as PD 360, to remain on a professional learning curve.	Academic Support Program	02/01/2013	05/31/2016	\$0	No Funding Required	Administrative Team Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress	There is a possibility that this will not be the tool that is used for PGES. To date 5-7-15 the system has not been user friendly and PD 360 is not a reliable as a PD tool. District is still discussing situation, but YES teachers have been trained on all pieces as they have become available.	May 07, 2015	Linda Black
In Progress	Pilot teachers are serving as go-to people for our teachers that will come on board next year and use CIITS for the PGES. YU is offering monthly sessions for teachers that are still not comfortable with the CIITS applications.We still have a great deal of work to do in this area.	March 30, 2014	Linda Black

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Activity - Professional Development-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Bar Model, Number Talks, Contexts for Learning, and Envision Program for math will be taught to all teachers at Yealey Elementary. Through these new structures and materials, grade level teams with the support of special education/area teachers, will develop instructional math units based on specific timeline. Teachers will have training during the school year and summer PD will also be offered as needed.	Professional Learning	01/12/2015	08/12/2016	\$5000	General Fund	Admin Team Instructional Coach Teachers Math Leaders

Status	Progress Notes	Created On	Created By
In Progress	All teachers have received Bar Model books and Number Talks book with DVD. We have also purchased Contest for Learning Math tools to assist teachers in designing their end of unit assessments in math. The UbD process is different for this type of work. We are finding that units must be smaller in nature to be manageable towards both the content and process standards. School is reviewing EnVision Math as a possible tool when funding becomes available.	May 07, 2015	Linda Black

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement co-taught classrooms using strategies from Power of 2.	Direct Instruction	05/31/2016	05/31/2018	\$500	General Fund	Teachers Instructional Coach Administration

Strategy 2:

Coaching Classroom Instruction - Teaching is a complex endeavor and it is extremely challenging to reach and maintain the highest levels of performance without help. One of the most proven methods of support towards any area of excellence is coaching. Providing coaching to educators directly in the classroom will raise the level of professional performance as well as pay high dividends to student performance and levels of proficiency.

Category:

Research Cited: Robert Marzano and Julia Simms-Classroom Strategies Series

Status	Progress Notes	Created On	Created By
N/A	This strategy has been extremely successful. Teacher leadership has really increased in this area with teachers feeling much more inclined to utilize one another's strengths and allowing administrators into the professional conversation and co-teaching in the classroom.	March 30, 2014	Linda Black

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Activity - Teacher Reflection for Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review of unit/lesson plans at monthly PLC Level Meeting to identify and reflect on the specified levels of rigor and relevance that was planned and executed during instruction based on common core state standards in both reading and math. Teachers will reflect in professional conversation and writing how the skills/concepts being taught through relevant, real-world activities.	Academic Support Program	08/01/2013	06/30/2016	\$0	General Fund	Administrative Team Instructional Coach Teachers

Goal 2: Increase achievement in both reading and math KPREP scores for Yealey Elementary School Students from 51.1% to 69.2% by 2017.

Measurable Objective 1:

66% of Third, Fourth and Fifth grade students will demonstrate a proficiency on KPREP in Mathematics by 05/31/2017 as measured by overall Proficient/Distinguished on KPREP.

Strategy 1:

Accelerating ELA and Math Achievement, Best Practice - Providing teachers with the strategies needed to support all students to achieve mastery of the Common Core State Standards' in literacy and math.

Category:

Research Cited: Lucy Calkins, Mary Ehrenworth, Christopher Lehman: Pathways to the Common Core; Harvey Daniels, Steven Zemelen, Arthur Hyde: Best Practices; Marzano

National Education Association

Activity - School Wide Title 1 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Quarterly review of the use of instructional reading and math programs, curriculum mapping, and instructional programs included in Title 1 Plan with reflection on impact program is having on Tier 1, 2, and 3 Rtl students.	Academic Support Program	08/12/2014	05/31/2017	\$0	Title I Schoolwide	Administrative Team Title 1 Teacher Interventionists (math/reading)
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Status	Progress Notes	Created On	Created By
In Progress	Continuation of the activity for the 14-15 school year	December 07, 2014	Linda Black

Goal 3: All students will increase their K-Prep math scores so that the number of novice scores reduces from 17.5% to 15.7% by 2016.

Measurable Objective 1:

85% of Third, Fourth and Fifth grade students will increase student growth in their skills and knowledge in Mathematics by 05/31/2016 as measured by the reduction of novice scores on K-Prep mathematics from 17.5% novice to 15.7% novice .

Strategy 1:

PLC focused on math strategies - Teachers will meet regularly to discuss student work samples, lesson plans, and assessments in mathematics.

Category: Professional Learning & Support

Research Cited: DuFour

Activity - Math benchmark assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teams with a common assessment to monitor student growth in mathematics skills and practices.	Academic Support Program	08/12/2015	05/31/2017	\$0	No Funding Required	Principal, Assistant Principal, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment PLC Discussions	Team Level Data Meetings will occur after state and district assessments are completed and data is available --- Each teacher will reflect on student growth based on core instruction, interventions and extra curricular opportunities-- - Instructional changes/additions will be modified to meet the indicated needs of students in this data meeting of students in this data meeting, students will have a small group or individual meeting with homeroom teacher post reflection to set goals for future assessments.	Academic Support Program	12/12/2014	06/30/2017	\$0	Classroom Teachers, Special Education Teachers, Special Area Teacher, Instructional Coach, Administration Team and District Support Staff for all listed areas.
Professional Development	Yealey University, Professional Learning Communities, and Weekly Level Meetings will focus on professional development and embedded professional development, specifically best instructional practices based on Marzano research.	Professional Learning	01/31/2013	06/30/2017	\$0	Administrative Team, Instructional Coach and teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Yealey University, Professional Learning Communities, and Weekly Level Meetings will focus on professional development and embedded professional development, specifically best instructional practices based on Marzano research.	Professional Learning	01/31/2013	06/30/2017	\$5000	Administrative Team, Instructional Coach and teachers

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School Wide Title 1 Plan	Quarterly review of the use of instructional reading and math programs, curriculum mapping, and instructional programs included in Title 1 Plan with reflection on impact program is having on Tier 1, 2, and 3 Rtl students.	Academic Support Program	08/12/2014	05/31/2017	\$0	Administrative Team Title 1 Teacher Interventionists (math/reading)
Total					\$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Personalization and Progress Monitoring	Use results of pre, formative, and common assessments, to plan for personalized instruction for students who have not achieved content mastery and for under-performing students. Personalization requires collaboration among teachers to flexibly group based on student needs and weekly/bi-weekly assessments to monitor progress. Rtl Team will work with homeroom teachers to consistently and accurately use the STAR Reading/Math data and tools, with a focus on the diagnostic, to keep students on track and report to parents/guardians progress and additional resources available for use at home to help close gaps in reading/math. In addition students in 1-5 grade will have a goal sheet that will include specific foundation standards in reading and on demand writing information.	Academic Support Program	01/31/2013	06/30/2015	\$5000	Administrative Team Instructional Coach Interventionists Teachers
Co-Teaching	Implement co-taught classrooms using strategies from Power of 2.	Direct Instruction	05/31/2016	05/31/2018	\$500	Teachers Instructional Coach Administration
Professional Development-Math	The Bar Model, Number Talks, Contexts for Learning, and Envision Program for math will be taught to all teachers at Yealey Elementary. Through these new structures and materials, grade level teams with the support of special education/area teachers, will develop instructional math units based on specific timeline. Teachers will have training during the school year and summer PD will also be offered as needed.	Professional Learning	01/12/2015	08/12/2016	\$5000	Admin Team Instructional Coach Teachers Math Leaders
Teacher Reflection for Rigor	Review of unit/lesson plans at monthly PLC Level Meeting to identify and reflect on the specified levels of rigor and relevance that was planned and executed during instruction based on common core state standards in both reading and math. Teachers will reflect in professional conversation and writing how the skills/concepts being taught through relevant, real-world activities.	Academic Support Program	08/01/2013	06/30/2016	\$0	Administrative Team Instructional Coach Teachers
Total					\$10500	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math benchmark assessments	Provide teams with a common assessment to monitor student growth in mathematics skills and practices.	Academic Support Program	08/12/2015	05/31/2017	\$0	Principal, Assistant Principal, Instructional Coach
CIITS	CIITS will be trained as a tool to enhance teacher team planning/instruction/data analysis and positively impact student learning through engaging and up to date resources, rigorous assessment , and continuous feedback. Teachers will learn to utilize the professional development aspect, such as PD 360, to remain on a professional learning curve.	Academic Support Program	02/01/2013	05/31/2016	\$0	Administrative Team Instructional Coach
Total					\$0	