



Comprehensive School Improvement Plan

Sand Gap Elementary School
Jackson County

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TABLE OF CONTENTS

Introduction	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	11
--------------------	----

Stakeholders	12
--------------------	----

Relationship Building	13
-----------------------------	----

Communications	14
----------------------	----

Decision Making	16
-----------------------	----

Advocacy	18
----------------	----

Learning Opportunities	19
------------------------------	----

Community Partnerships	20
------------------------------	----

Reflection	21
------------------	----

Report Summary	23
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	25
--------------------	----

Improvement Planning Process	26
------------------------------------	----

Phase I - Needs Assessment

Introduction 29
Data Analysis 30
Areas of Strengths 31
Opportunities for Improvement 32
Conclusion 33

2016-2017 CSIP

Overview 35
Goals Summary 36
 Goal 1: Increase the average combined reading and math K-Prep scores elementary and middle students from 46.8% in 2014 to 73.4% by 05/31/2019. 37
 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 36% in 2014 to 68% in 2019. 41
 Goal 3: All students at Sand Gap Elementary School will become proficient writers. 45
 Goal 4: Sand Gap Elementary will keep the percentage of effective teachers at 100% through 2020. 47
 Goal 5: Increase the percentage of effective principals from 100% in 2015 to 100% in 2020. 47
 Goal 6: Decrease the percent of all students who are scoring novice on K-Prep by 50% by 2020. 48
 Goal 7: All fifth graders at Sand Gap Elementary will reach proficiency in Social Studies. 49
Activity Summary by Funding Source 51

Phase II - KDE Assurances - Schools

Introduction 58
Assurances 59

Phase II - KDE Compliance and Accountability - Schools

Introduction 65

Planning and Accountability Requirements 66

Executive Summary

Introduction 88

Description of the School 89

School's Purpose 90

Notable Achievements and Areas of Improvement 91

Additional Information 92

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016-2017 School Equity Diagnostic

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

The chart shows that 87% of our 3rd, 4th, and 5th grade students were categorized as free/reduced lunch and 37% of our 3rd, 4th, and 5th grade students had an IEP. With this in mind, it is important that teachers have a wealth of strategies to teach the students with special needs. With the majority of the teachers within the school with 4 or more years of experience. It is imperative that professional training be provided of strategies that increase cognitive ability and therefore achievement level that is up-to-date. With 87% qualifying for free/reduced lunch, it is important to know how environmental factors affect the achievement level of students. What is the best way to reach students that come from low socio-economic backgrounds? The data also displays that we have no ELA or minority students so educators that specialize in those areas are not needed at this time.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Based on the data from the chart, tenured teachers and teachers with more than 4 years are the majority- 65% have ten years or more. A barrier may be that teachers are not trained on current effective strategies that positively affect the achievement of students with IEPs. A barrier may also be that with such a large number of students qualifying for free or reduced lunch, students do not have a home environment that is stimulating and focuses on school achievement.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		2016-2017 Equity Goals for SGS 2016 2017 SGS Equity Goals

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading and math K-Prep scores elementary and middle students from 49.5% in 2016 to 70.7% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 49.5% in 2015 to 59.0% by 09/30/2017 as measured by K-PREP..

Strategy1:

Project Lead the Way - The school will implement Project Lead the Way beginning the 2015-2016 school year. This is a STEM program that focuses on Science, Technology, Engineering and Math. Implementation will begin with 5th grade and continue downward to Kindergarten as the year progresses.

Category: Career Readiness Pathways

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Teacher Leader Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kala Shearer will attend continuing professional learning for Project Lead the Way during the summer of 2016. She will be the school's teacher leader in the program and will teach others teachers within the school.	Professional Learning	06/01/2016	05/25/2018	\$0 - No Funding Required	Liz Norris/ Kala Shearer

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as measured by K-PREP.

Strategy1:

Art and Humanities Integration of Instruction - Teachers will receive continuing professional development that focuses on the integration of art and humanities into all subject areas allowing for and encouraging differentiation of instruction and responding to art that is meaningful and thought-provoking.

Category:

Research Cited:

Activity - Art and Humanities Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded PD on the integration of meaningful art activities into all subject areas that allows for the differentiation of instruction and student responding to art through PD 350 as well as through the Artful Reading program. (PN, SWP2, SWP4, KCMP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Strategy2:

Highly Qualified Teachers - Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.

Category:

Research Cited:

Activity - Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.	Recruitment and Retention	08/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy3:

PLC Meetings - All teachers, based on instructional focus, will participate in PLC committee meetings a minimum of once monthly.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Continuous Improvement

Research Cited:

Activity - PLC Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will follow a monthly schedule so that consistency and fidelity of the process can occur. (SWP3, SWP4, KCMP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy4:

Practical Living/Career Studies Professional Development - Professional Development will be provided to all teachers that encourages continuous growth through research-based practices that supports quality instruction in PLCS disciplines.

Category:

Research Cited:

Activity - Practical Living/ Career Studies Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded professional development that encourages continuous growth through quality instruction in the PLCS Discipline. (SWP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Goal 3:

All students at Sand Gap Elementary School will become proficient writers.

Measurable Objective 1:

collaborate to decrease the nonduplicated writing gap by increasing the percentage of proficient/distinguished from 30.0% to 55.8% by 09/30/2017 as measured by K-PREP.

Strategy1:

On-Demand Professional Development - Third, Fourth, and Fifth grade teachers will participate in professional learning that focuses on on-demand writing.

Category: Professional Learning & Support

Research Cited:

Activity - On-Demand Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second, third, fourth, and fifth grade writing teachers will be provided On-Demand instruction through the SESC cooperative.	Professional Learning	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Kristin Baker

Strategy2:

Writing Across the Curriculum - All teachers will integrate writing and communication skills into all aspects of the curriculum.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Sand Gap Elementary School

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in job-embedded professional development that focuses on Writing Across the Curriculum using PD360. (SWP3, SWP4)	Professional Learning	05/29/2015	01/03/2017	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Goal 4:

Sand Gap Elementary will keep the percentage of effective teachers at 100% through 2020.

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from ___% in May 31, 2016 to ___% by 05/31/2020 as measured by evaluation results..

Strategy1:

Accomplishment Recognition - Teachers will be recognized for their accomplishments.

Category: Human Capital Management

Research Cited: According to the TELL survey only 52.6% of faculty agree that they are recognized for their accomplishments.

Activity - Accomplishment Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will use teacher information to recognize teachers for any accomplishments.	Academic Support Program Recruitment and Retention	01/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Goal 5:

The state goal is to reduce the overall percentage of student scoring at the novice level in reading and mathematics by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all GAP students who scored novice in reading at Sand Gap Elementary from 23.5% in 2016 to 17.5 by 09/30/2017 as measured by K-Prep..

Strategy1:

Novice Reduction Training through KEDC - Administration will attend Novice Reduction training through KEDC. Staff will be exposed to and trained on the Novice reduction strategies through PLC/ staff meetings, and book study.

Category: Professional Learning & Support

Research Cited: John Hattie, Visible Learning Research

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Special Education Teacher Training on Comprehensive Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will attend a training through the KEDC on Comprehensive Intervention strategies that meets the needs of the learner.	Professional Learning	09/06/2016	05/25/2017	\$0 - No Funding Required	Robert Williams/ Betty Moore

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained on the research of John Hattie and the Key Core Work Processes and Effect Size on student learning.	Professional Learning	09/05/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Goal 6:

All fifth graders at Sand Gap Elementary will reach proficiency in Social Studies.

Measurable Objective 1:

collaborate to increase the Proficiency level of the non-duplicated gap group from 55.0% to 60.1% in Social Studies by 09/30/2017 as measured by K-Prep.

Strategy1:

Professional Learning of Teacher Leaders - Teacher leaders will participate in professional learning that focuses on Social Studies content including consumerism, history, government, etc.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning of Teacher Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher Leaders will participate in outside professional learning of social studies content including consumerism, government, history, etc.	Professional Learning	01/04/2016	12/30/2016	\$15 - General Fund	Regina Flannery

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

The Missing Piece diagnostic was compiled through the engagement parents through a survey provided to all parents. Specific stakeholders included:

principal- Robert Williams

FRC Director- Brooke Bellamy

Nurse- Scarlett Marks

Dean of Students- Barbara Masters

Angela Miller- primary teacher

Kala Shearer- intermediate teacher

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

Comprehensive School Improvement Plan

Sand Gap Elementary School

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

Comprehensive School Improvement Plan

Sand Gap Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

Advocacy

Overall Rating: 2.17

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

- 2.1 So few parents participate in parent surveys that the information gleaned cannot be used as evidence for the majority of parents or students. It is part of the school culture that parents are most often contacted by teachers and other faculty due to academic issues and behavior problems. Other contacts are of course made, but the majority of contacts are readily made when academics or behavior is an issue.
- 2.2 Sand Gap Elementary does not currently have ESL students, but all new parents are welcomed by school administration at registration and Open House occurs at the beginning of each school year for parents and teachers to communicate in a positive atmosphere. The family resource center is a point of contact for all parents.
- 2.3 According to the survey responses parents feel welcomed when they visit the school. All visitors to the building are welcomed by staff as they enter the office. Their needs are immediately met by office staff.
- 2.4 The majority of parents that responded on the parent survey ranked the encouragement by staff to get parents involved in activities as "excellent". Parents are provided with newsletters and calls of reminders of activities in which their presence is encouraged. The website is also updated with new and ongoing activities for parent attendance as well as notice provided on Facebook.
- 2.5 Parents receive data from all screenings including monthly STAR/STAR Early and i-Ready which occurs three times a year. Parents also receive progress reports 4 times per year as well as Rtl information and data.
- 2.6 Staff collect data based on student behavior, classwork, discussions, etc. Parents are notified of concerns and where assistance can be obtained for example: Comprehensive Care, Equipping Minds, etc.
- 2.7 One can conclude based on survey results that parents are asked for feedback and that those efforts are used to improve the school.
- 3.1 Sand Gap Elementary does not have any ESL student, so our communications are in English. The school does rely heavily on the Call Now program through Infinite Campus, the school's website, and classroom and school-wide newsletters, as well as the school's Facebook page.
- 3.2 The school does rely heavily on Call Now program through Infinite Campus, website, and classroom and school-wide newsletters. Teachers also make phone and email contacted and offer parent conferences every nine weeks as a minimum.
- 3.3 The school posts student achievements in the local newspaper and works closely with Promise Neighborhood and Family Resource Centers to build parent understanding. CSIP is posted on the school website which lists school strategies.
- 3.4 Staff keeps parents updated on current assessment data on a regular basis. Parent conferences are scheduled as needed throughout the school year with parents whose students are having academic or behavioral issues.
- 3.5 School staff provides parents with many opportunities to attend a parent-teacher conference. Teachers offer multiple convenient times, meeting during the school day or after school. When the need for a conference is necessary, teachers continue to contact parents until the parent denies a conference.
- 3.6 and 3.7 Parents are provided many surveys throughout the school year, responses are never at or above the 50% mark. We do analysis of data as needed.
- 4.1 All SBDM members are trained yearly as mandated by the state to equip parents to serve on the council.
- 4.2 The school's current SBDM council meets faculty/parent ratio. SBDM nominations and voting are well publicized, but fewer than 20 % of the parents vote.
- 4.3 Sand Gap Elementary does not have a large parent organization such as a PTO in which to disseminate information or gather input. Our largest organization would be the Family Resource Center Board which disseminates information as needed.
- 4.4 The school council has some parent involvement action items imbedded in a few components. They are usually not measured, have little to no funding, and consistent implementation and impact checking is not done.

Comprehensive School Improvement Plan

Sand Gap Elementary School

4.5 Parents are active on SBDM, but currently no committees exist.

4.6 Parents are encouraged to have input in discussions about school improvement through surveys. Committees such as the FRC committee members include parents that take part in discussions of school improvement. The community meets often to discuss building issues and the desire for a new structure.

4.7 All SBDM members are trained each year according to SBDM regulations.

5.1 Evidence exists that supports the idea that teachers know who the parent or representative is for each student and who needs to be contacted on the child's behalf.

5.2 Most parents, when contacted, attend conferences and participate in two way communication with teachers through in-person conference, email, letter, or phone.

5.3 According to parent surveys, parents are invited to participate in meetings concerning IEPs and 504 development as required to help develop plans and approve all strategies and plans.

5.4 Parents are notified, through the student handbook and the reading of Parent Rights during ARC meetings, how to handle a conflict and resolve issues or complaints with school focused issues.

5.5 Parents are notified, through the reading of Parent Rights during ARC meetings how to address any problems that develop. The student handbook also has directions as to what to do when problems arise and what the chain of command is.

5.6 Parents are notified through letter as to what intervention tier and program their child will be receiving and for what reason.

6.1 The school provides Open House and Family math and reading literacy night to help parents learn what skills are required by our students. Parents and staff work together closely to develop 504 plans and IEPs as needed.

6.2 School staff utilizes class newsletters, school newsletters, websites, to make parents aware of what standards are being addressed and that their children are expected to acquire.

6.3 Proficient student work can be seen throughout the hallways and classrooms. Scoring guides are often displayed as well, but not always.

6.4 The school offers parent workshops through Save the Children, and the Family Resource Center.

6.5 Parents do not generally have full access to classrooms throughout the school day- no policy is in place.

6.6 Sand Gap Elementary offers little when discussing the development of parent leaders except those offered through the Family Resource Center and Save the Children.

7.1 The local newspaper and school website and Facebook, as well as school newsletters, are used to inform the community about students achievement throughout the school year.

7.2 The school has a strong relationship with Promise Neighborhood, Camp Andrew Jackson, and Save the Children to support student learning and provide mentors for students and parents.

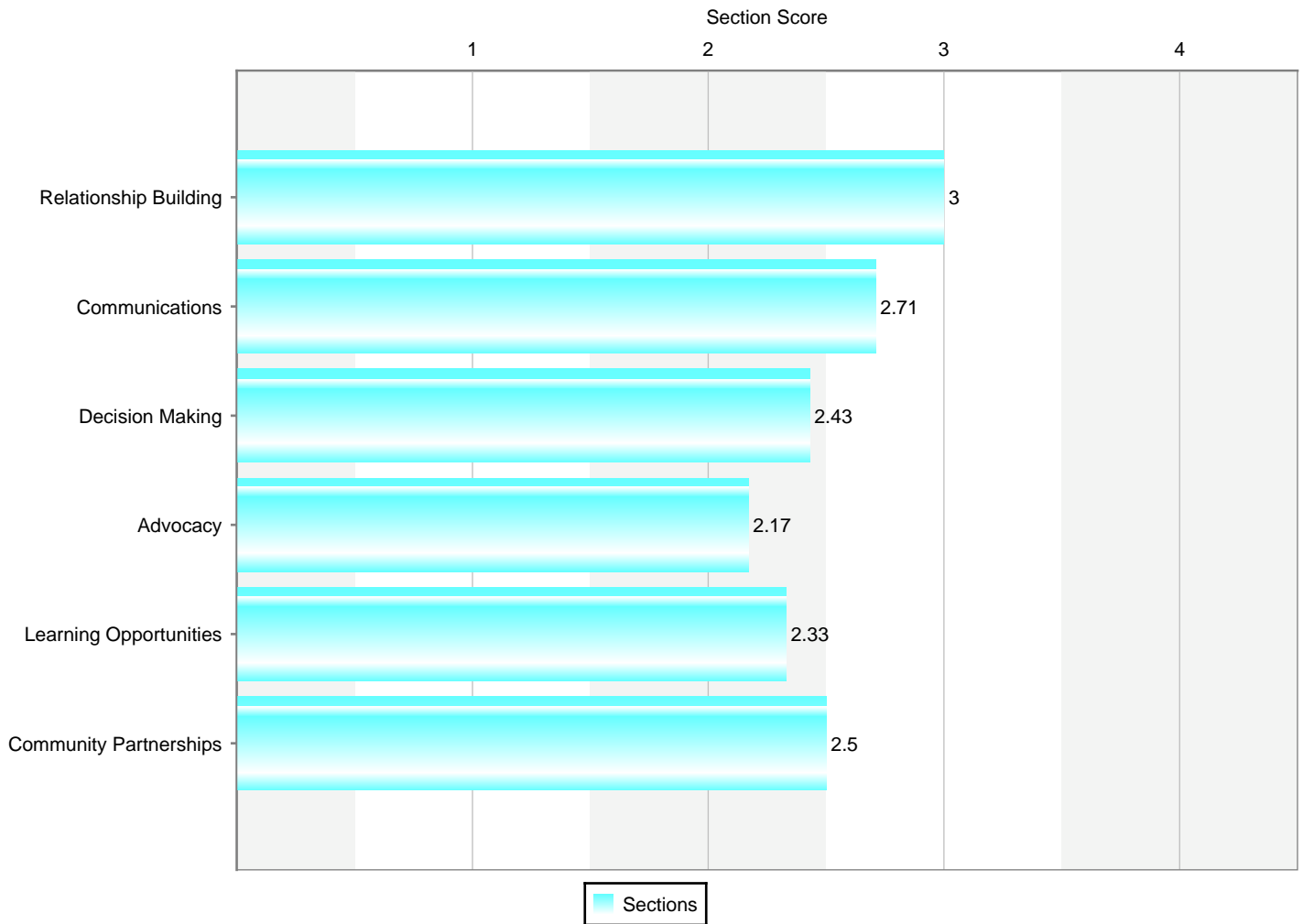
7.3 and 7.4 Camp Andrew Jackson as well as Save the Children provide volunteers and additional paraprofessionals to address student educational needs.

7.5 School staff and parents have seamless integration of consistent and sustained family support services from school and the community through Camp AJ, Promise Neighborhood, and our own FRC director.

7.6 School staff maintains a directory for agencies, programs, and services that will provide services for students including: Comprehensive Care and Equipping Minds, etc.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

All certified staff met in an after-school meeting to review K-Prep data from the 2015-2016 school year. The findings from that data analysis led the development of the school's new CSIP plan. The opinions of the staff were considered when findings from the last TELL survey were analyzed and findings also used to develop parts of the school plan. Data analysis also occurred during PLC meetings and suggestions from content specific teachers were used to help develop the improvement plan.

All students were given a notice to take home and give to parents of the parent survey which was linked on the school's website which could be taken at any time to accommodate each parent's schedule. A school-wide notice was also sent out through phone, text, and email. The survey remained open for more than two weeks. Parent representatives on School-Based Decision Making (SBDM) council review the school's plan and any changes suggested are made.

SBDM parent representatives also review and make suggestions concerning Writing, Practical Living/Career Studies, K-3, and Art and Humanities program reviews. Program Review leaders provide the council with a review of program Reviews after each cycle. Council meetings are scheduled at times convenient for all members.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Due to a decrease in overall KPREP scores, a 30, 60, 90 day plan was created and activities used in the current CSIP. All certified staff and administration participated in the development of the improvement plan by analyzing data from K-Prep, screeners: Thinklink, STAR and STAR Early, Program Review Reports and I-Ready. The responsibilities of the staff included not only data analysis in after-school meetings, PLC meetings, and grade level meetings, but also the development of ideas that would increase our student achievement and scores.

Staff opinion was gathered and analyzed through the TELL Survey.

Parent opinion is always gathered through parent representatives on Site Based Council Members. The school nurse provides input on the School Health and Wellness Committee in the development and follow-through of the school's Health and Wellness Plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Sand Gap Elementary's Consolidated School Improvement Plan was available for public review, following its completion and approval by SBDM, in the school's library. The plan is also available on the school's website for not only school stakeholders, but any internet user. When I and I checklists occur, those results are also available in the school's library and website for public review.

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Sand Gap Elementary performed data analysis using information gathered from K-Prep, i-Ready and STAR screeners/ diagnostics as well as data from the current TELL Survey. Data analysis was the focus of most PLC meetings, grade-level and whole-staff meetings, as well as during specific SBDM council meetings. It was our plan to analyze all relevant data to see what we are doing well and what changes need to be made to show greater advancement in student achievement as well as closing the achievement gap.

Questions of focus include: How do GAP students compare to non-gap students? What Rtl programs are getting the best results? Is there a discrepancy between how girls are performing compared to how boys are performing? Is the difference greater in specific subject areas.

We found, as expected, that non-gap students out-perform gap students in all subject areas. We also found that interventions provided by the grade level teacher of that subject area showed the most growth on diagnostics. Girls are generally out-performing the boys in most subject areas, but not at major levels.

One type of data that we would like to have access to through the test providers is how students did on the multiple choice sections of the tested K-Prep subjects compared to the constructed response sections.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

We continue to make gains in math and reading achievement from the prior year according to KPREP 2015-2016. We met novice reduction goals in math for free and reduced lunch and Non-Duplicated Gap group. Our fifth grade students out-performed the district in reading and math. We continue to show growth in Social Studies. We continue to show proficiency in program review evidence.

To sustain our areas of strength, we will continue to implement data analysis across all subject areas through PLC and whole staff meetings. We will analyze data to discover what students are struggling and how their needs can be addressed as well as to discover any school trends that require modifications of teaching strategies and focus. We will continue to implement Reading Street and enVision Math with fidelity, along with the I-Ready program, to provide rigor and remain focused on Core Standards. We will continue to provide instruction to those students at the apprentice level and Novice Reduction will be our focus. We will integrate John Hattie's research of effect size into classrooms and we will provide training to all special education teachers on Novice Reduction procedures.

These types of activities and projects should sustain and provide continued growth for our instruction and student achievement. Our desire to provide our students with the best instruction and our fidelity to Core instruction will continue to sustain our positive results and will also help us in reach our goals in all other subject areas.

We have reason to celebrate because of our continued growth in Reading and Math achievement as well as our fidelity to the program review process. Our students are also making gains in social studies.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

According to KPREP our greatest needs at this time is Novice Reduction and Writing Achievement.

Our writing achievement has decrease for the last two testing cycles. We have added many strategies in our Consolidated School Improvement Plan to address Writing instruction including beginning on-demand writing earlier in the school year and earlier by grade level. We will provide additional training to teachers on On-Demand writing strategies. Student's will participate in On-demand writing tasks during I-Ready diagnostic screening 4 times per year. Writing will be scored based on the Kentucky Writing Rubric and awards for proficiency will be given.

To increase Novice Reduction, we will increase our diagnostics to 4 times per year for more accurate data analysis of student ability. We will continue to utilize i-Ready daily and closely monitor for student intervention needs. We will focus on the research of John Hattie and his size effect model to intervene with students with "activities" that have the greatest effect size and therefore developing the most substantial growth in students. Our teachers of students with IEPs will be trained in specific Novice Reduction strategies through the state's cooperative.

Although we scored proficiency, there is room for improvement concerning Program Review and we will continue to focus on increasing those scores- implementing all Program Reviews with fidelity throughout the school year.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Our next steps in addressing areas of concern include but are not limited to:

- professional development in the areas of On-Demand writing for writing teachers
- On-Demand writing prompts for 4/5 students during each I-Ready diagnostic
- Awards for Proficient On-Demand writing
- implementation of our school's writing plan with rigor and fidelity by all teachers
- consistent and planned PLC meetings which focus on changes in instruction in all subject areas based on student work analysis and progress monitoring
- Integration of effect size strategies into all classrooms according to John Hattie's research including feedback and self-regulation

2016-2017 CSIP

Overview

Plan Name

2016-2017 CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores elementary and middle students from 46.8% in 2014 to 73.4% by 05/31/2019.	Objectives: 1 Strategies: 9 Activities: 21	Organizational	\$50740
2	Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 36% in 2014 to 68% in 2019.	Objectives: 1 Strategies: 13 Activities: 14	Organizational	\$1531
3	All students at Sand Gap Elementary School will become proficient writers.	Objectives: 1 Strategies: 5 Activities: 7	Organizational	\$0
4	Sand Gap Elementary will keep the percentage of effective teachers at 100% through 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Increase the percentage of effective principals from 100% in 2015 to 100% in 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	Decrease the percent of all students who are scoring novice on K-Prep by 50% by 2020.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$42000
7	All fifth graders at Sand Gap Elementary will reach proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$15

Goal 1: Increase the average combined reading and math K-Prep scores elementary and middle students from 46.8% in 2014 to 73.4% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 43.8% in 2015 to 53.1% by 05/30/2016 as measured by K-PREP..

Strategy 1:

Reading Response to Intervention - Students will be provided intervention services based on individual assessments in reading through the use of scientific-based programs such as Soar to Success, i-Ready, EIR, and Reading Street.

Category: Continuous Improvement

Activity - Reading Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will be screened three times per year in reading using i-Ready and monthly using STAR and Early Star Screener. (SWP2, SWP9)	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Barbara Masters/ Tammie Johnson
Activity - Reading Screening Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-Prep, i-Ready Diagnostic, STAR reading data will be analyzed by the reading PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Barbara Masters
Activity - Monitoring of Student Growth in Reading Rtl Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of the growth of students receiving reading Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Barbara Masters
Activity - RtA Reading Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Reading Interventionist will be hired to provide Tier 3 Rtl services to Kindergarten through 3rd grade.	Academic Support Program	08/07/2014	05/26/2017	\$42000	Read to Achieve	Tammie Johnson/ Robert Williams
Activity - i-Ready Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Sand Gap Elementary School

I-Ready Reading will be utilized a minimum of 90 minutes per week by all K-5 students. the program will provide diagnostics, self-paced lessons, and progress monitoring.	Technology	08/07/2014	05/26/2017	\$0	Title I Schoolwide	Barbara Masters
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Strategy 2:

Math Response to Intervention - Students will be provided intervention services based on individual assessments in Math through the use of scientific-based programs such as i-Ready, and envision Math.

Category: Learning Systems

Activity - Math Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will be screened three times per year in math using i-Ready diagnostic. (SWP2, SWP9)	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Angie Miller

Activity - Math Screening Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-Prep and i-Ready data will be analyzed by the MATH PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	06/01/2017	\$0	No Funding Required	Barbara Masters

Activity - Monitoring of Student Progress in Math Rtl Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring of the growth of students receiving math Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/06/2015	12/19/2017	\$0	No Funding Required	Barbara Masters

Strategy 3:

Save the Children Reading Intervention - Utilize the Save the Children Program to provide in-school, after-school, and home-based intervention programming for students and future students.

Category: Learning Systems

Activity - In-school Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Save the Children will provide in-school reading instruction Monday through Thursday to students in need based on I-Ready and STAR Assessments. (SWP2, SWP9, SWP10)	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Rebecca Cunnigan

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Early Steps/ Raise-a-Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community children needing intervention will be provided Early Steps to School Success and Raise-a-Reader program to assist in the transition between home and school and to encourage literacy development in the home through home-based instruction and parent involvement. (SWP6, SWP7)	Parent Involvement	08/07/2014	05/31/2017	\$0	No Funding Required	Rebecca Cunnigan/ Charity Rose

Activity - Monitoring of Involved Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinate monthly meetings with Save the Children in-school program providers and school administration to review student progress within the program.	Academic Support Program	01/04/2016	01/02/2017	\$0	No Funding Required	Barbara Masters Becky Cunnigan

Strategy 4:

Differentiated Math Instruction - Teachers will use data from summative and formative assessments to direct math instruction.

Category: Integrated Methods for Learning

Activity - Calculator/ Noncalculator Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-created summative assessments in math will include a calculator and noncalculator section to mimic K-Prep testing. (SWP2, SWP9, KCMP3)	Direct Instruction	08/07/2014	01/03/2017	\$0	No Funding Required	Robert Williams

Activity - Multi-Step Math Problems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will be exposed to multi-step math problems. K, as a whole group, a minimum of twice per month. 1st and 2nd grade individual and whole group a minimum of twice per month. 3rd-5th individually a minimum of once per week as evidenced by examples. Products will be analyzed to differentiate and modify classroom instruction. (SWP1, SWP2, SWP9, KCMP3)	Direct Instruction	08/06/2015	12/19/2017	\$0	No Funding Required	Robert Williams

Activity - Tiger "Math"lete Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tiger "MATH"lete Club will meet daily for 30 minutes twice per week from 3rd-5th grade. The students in the club will be the high apprentice/low proficient students in math as shown by K-Prep or a comparable score in i-Ready.	Academic Support Program	06/01/2015	01/03/2017	\$835	Other	Kristin Baker/ Sondra Jones/ Regina Flannery

Strategy 5:

Math and Reading Literacy Night - Families and Community members will be invited to the annual Math and Reading Literacy Night.

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families and Community members will be invited to participate in a school-wide math and reading literacy night. Activities will be provided that focus on Math and Reading activities that build literacy in both subjects. (SWP6, KCMP3)	Parent Involvement	08/07/2014	05/26/2017	\$400	Other	Barbara Masters/ Brooke Bellamy

Strategy 6:

Differentiated Reading Instruction - All K-3 students will participate in daily oral reading groups during core instruction.

Category: Learning Systems

Activity - Scheduling of Additional Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional staff will be assigned during Core Reading Instruction to allow for students to be separated into reading groups based on ability so that each student can read to an adult every day.	Academic Support Program	08/07/2014	05/31/2016	\$0	No Funding Required	Barbara Masters

Activity - Tiger Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tiger Book Club which will consist of high apprentice, proficient, distinguished students that will meet weekly on Friday Morning. 3-5 students, and 2nd by invitation, will focus on specific books which will be purchased through Promise Neighborhood funds as well as incentives, t-shirts, etc.	Academic Support Program	06/01/2015	01/03/2017	\$835	Other	Kala Shearer/ Lisa Young

Strategy 7:

Camp Andrew Jackson Staffing - Camp Andrew Jackson volunteers will be strategically placed in third and second grade classrooms to assist with core math instruction.

Category: Human Capital Management

Research Cited: 2014 K-Prep scores show that third grade has declined in math for the past two year. Camp Andrew Jackson volunteers will be added to classroom during math core so that adults can provide more hands on instruction with smaller groups.

Activity - Extra staffing in Math Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2nd and third grade math classes will receive additional assistance through Camp Andrew Jackson volunteers 5 days a week.	Direct Instruction	08/07/2014	05/31/2016	\$0	No Funding Required	Barbara Masters/ Mike Obrien- Camp AJ Director

Strategy 8:

Project Lead the Way - The school will implement Project Lead the Way beginning the 2015-2016 school year. This is a STEM program that focuses on Science, Technology, Engineering and Math. Implementation will begin with 5th grade and continue downward to Kindergarten as the year progresses.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Career Readiness Pathways

Activity - Teacher Leader Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kala Shearer will attend professional learning for Project Lead the Way during the summer of 2015. She will be the school's teacher leader in the program and will teach others teachers within the school.	Professional Learning	06/01/2015	06/30/2016	\$0	No Funding Required	Liz Norris/ Kala Shearer

Activity - Program Participation/Materials Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Project Lead the Way Program Initiation	Academic Support Program	06/01/2015	05/31/2017	\$6670	Other	Liz Norris/ Kala Shearer

Strategy 9:

Target Students for Proficiency - Teachers will target students that are within 5 points of proficiency in reading and math according to 2015 K-Prep and provide additional instruction to increase ability in math or reading to achieve proficiency.

Category: Continuous Improvement

Activity - Targeting Students near Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th grade teachers will analyze data and list those students who are 5 points or less from proficiency to work with in small groups during intervention time.	Academic Support Program	01/04/2016	01/03/2017	\$0	No Funding Required	Barbara Masters

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 36% in 2014 to 68% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for free and reduced gap group from 45.9% in 2015 to 51.2% by 05/30/2016 as measured by K-PREP.

Strategy 1:

PLC Meetings - All teachers, based on instructional focus, will participate in PLC committee meetings a minimum of once monthly.

Category:

Activity - PLC Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Sand Gap Elementary School

PLC meetings will follow a monthly schedule so that consistency and fidelity of the process can occur. (SWP3, SWP4, KCMP3)	Professional Learning	08/07/2014	05/31/2016	\$0	No Funding Required	Robert Williams
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Strategy 2:

Accelerated Reader - 2-5 grade levels will initiate an Accelerated Reader goal for each individual student to meet by a specific date.

Category:

Activity - Accelerated Reader Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2-5 will set a minimum goal for achievement for each student appropriate for grade level and reading ability.	Academic Support Program	08/07/2014	05/31/2016	\$0	No Funding Required	Lisa Young/ Kala Shearer/ Peggy Jo Sulfridge

Strategy 3:

Art and Humanities Integration of Instruction - Teachers will receive continuing professional development that focuses on the integration of art and humanities into all subject areas allowing for and encouraging differentiation of instruction and responding to art that is meaningful and thought-provoking.

Category:

Activity - Art and Humanities Embedded PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided embedded PD on the integration of meaningful art activities into all subject areas that allows for the differentiation of instruction and student responding to art through PD 350 as well as through the Artful Reading program. (PN, SWP2, SWP4, KCMP3)	Professional Learning	08/07/2014	05/31/2016	\$0	No Funding Required	Kristin Baker/ Robert Williams

Activity - Art Materials Purchase	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Art materials will be purchased through Promise Neighborhood monies for art integration by all teachers in all content areas.	Academic Support Program	06/01/2015	05/31/2016	\$1531	Other	Barbara Masters

Strategy 4:

Practical Living/Career Studies Professional Development - Professional Development will be provided to all teachers that encourages continuous growth through research-based practices that supports quality instruction in PLCS disciplines.

Category:

Activity - Practical Living/ Career Studies Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided embedded professional development that encourages continuous growth through quality instruction in the PLCS Disciplines through PD 360. (SWP3)	Professional Learning	08/07/2014	05/31/2016	\$0	No Funding Required	Kristin Baker/ Robert Williams

Comprehensive School Improvement Plan

Sand Gap Elementary School

Strategy 5:

Collaboration of Resource and Regular Ed. Teachers - After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)

Category:

Activity - Collaboration of Resource Teachers and Classroom Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)	Direct Instruction	08/07/2014	05/31/2016	\$0	No Funding Required	Barbara Masters/Robert Williams/Sherry Banks

Strategy 6:

KYCID/PBIS Implementation - Establishment and integration of KYCID/PBIS program school-wide.

Category:

Activity - KYCID/PBIS Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly school meetings of the PBIS PLC team will monitor and address behavior issues with the school. (SWP4, SWP8, KCMP3, KCMP4)	Behavioral Support Program	08/07/2014	05/31/2016	\$0	No Funding Required	Barbara Masters

Strategy 7:

Professional Training - Reading teachers will be trained in all the aspects of Renaissance Reading Program. Currently only STAR/ Early Star and AR is used from the program.

Category:

Research Cited: There is consensus among key federally funded organizations charged with evaluating educational products that the Renaissance Program and Accelerated Reader is fully supported by scientifically based research. Moreover, these organizations agree that AR is effective in improving students' reading achievement.

Activity - Training on Renaissance Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will be trained on all aspects of the Renaissance Program available to our school.	Professional Learning	08/07/2014	05/31/2016	\$0	No Funding Required	Rosanna Denham/Kristin Baker

Strategy 8:

Suspension Rate Decrease - The suspension rate of disabled students will be reduced in ratio to nondisabled students.

Category:

Research Cited: During the 12-13 school year, 7 students with disabilities and 5 students without disabilities were suspended during the school year. Students with

Comprehensive School Improvement Plan

Sand Gap Elementary School

disabilities were suspended at a higher rate than non-disabled. Disabled students were also suspended multiple times during the school year unlike the nondisabled students.

Activity - Decrease Disabled Student Suspensions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The suspension of students who have disabilities will be used as a last resort and only for serious circumstances involving the safety of themselves or others. (KCMP4)	Behavioral Support Program	08/07/2014	05/31/2016	\$0	No Funding Required	Robert Williams

Strategy 9:

Science and Math Integration - Science and Math teachers will participate in professional learning through the PIMSER with the University of Kentucky. The grant will provide materials through Science kits and new innovative ways to teach the National Science Standards with the integration of Math.

Category:

Activity - PIMSER Participation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science and Math teachers will participate in professional learning through the PIMSER with the University of Kentucky. The grant will provide materials through Science kits and new innovative ways to teach the National Science Standards with the integration of Math.	Professional Learning	08/08/2013	05/31/2016	\$0	Grant Funds	Liz Norris

Strategy 10:

Formative and Summative Assessments - Select teachers will participate in the Research Action Project with Shirley Clarke.

Category: Continuous Improvement

Activity - Research Action Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will participate in the Research Action Project with Shirley Clarke through 4 meetings during the 2013-2016 school year.	Professional Learning	08/08/2013	05/29/2015	\$0	Grant Funds	Liz Norris

Strategy 11:

Kindergarten Screening - All kindergarten students will be screened for Kindergarten readiness.

Category:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened using the Brigance screener at the beginning of each school year.	Academic Support Program	08/08/2013	05/31/2020	\$0	No Funding Required	Barbara Masters/ Liz Norris

Comprehensive School Improvement Plan

Sand Gap Elementary School

Strategy 12:

Highly Qualified Teachers - Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.

Category:

Activity - Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.	Recruitment and Retention	08/07/2014	05/31/2016	\$0	No Funding Required	Robert Williams

Strategy 13:

Parent Involvement - The school will complete a yearly review of the parent compact and involvement policy with parent input.

Category:

Activity - Parent Compact and Involvement Policy Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's SBDM will complete a yearly review of the parent compact and involvement policy with parent input.	Policy and Process	08/07/2014	05/31/2016	\$0	No Funding Required	Robert Williams

Goal 3: All students at Sand Gap Elementary School will become proficient writers.

Measurable Objective 1:

collaborate to decrease the nonduplicated writing gap by increasing the percentage of proficient/distinguished from 32.3% to 49.9% by 05/30/2016 as measured by K-PREP.

Strategy 1:

School Writing Plan - A school-wide writing plan and policy will be monitored for implementation with rigor and consistency for all students K-5.

Category: Management Systems

Activity - Review and Update the Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC committee will review the existing plan and policy and make any necessary updates or changes to be approved by SBDM. (SWP1, KCMP3)	Policy and Process	08/07/2014	01/03/2017	\$0	No Funding Required	Robert Williams/ Rebecca Baker

Activity - Writing Skill Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use 3.8 paragraph, writing reference sheets (for all grades levels) and 3 modes of writing.	Direct Instruction	08/07/2014	01/03/2017	\$0	No Funding Required	Becky Baker/ Robert Williams

Comprehensive School Improvement Plan

Sand Gap Elementary School

Strategy 2:

Writing Across the Curriculum - All teachers will integrate writing and communication skills into all aspects of the curriculum.

Category: Integrated Methods for Learning

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in job-embedded professional development that focuses on Writing Across the Curriculum using PD360. (SWP3, SWP4)	Professional Learning	05/29/2015	01/03/2017	\$0	No Funding Required	Kristin Baker/ Robert Williams

Strategy 3:

Writing Intervention - Writing Intervention will be established as part of the current Rtl program provided by the school.

Category: Continuous Improvement

Activity - Establish Rtl Protocol in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing Rtl will be included as part of the Rtl programming provided by the school.	Academic Support Program	08/07/2014	05/26/2017	\$0	No Funding Required	Barbara Masters/ Rebecca Baker

Strategy 4:

Increase On-Demand Instruction Time - On-Demand writing will be introduced earlier in the school year and at the third grade level through whole-group completion.

Category: Management Systems

Activity - Begin On-demand Instruction by Beginning of Second Semester	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Writing Teacher will begin On-Demand writing prompts by the beginning of the second semester.	Direct Instruction	01/04/2016	01/03/2017	\$0	No Funding Required	Becky Baker Robert Williams

Activity - Third Grade On-Demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third grade students will be exposed to on-demand writing prompts through whole group completion.	Direct Instruction	01/04/2016	01/03/2017	\$0	No Funding Required	Robert Williams

Strategy 5:

On-Demand Professional Development - Third, Fourth, and Fifth grade teachers will participate in professional learning that focuses on on-demand writing.

Category: Professional Learning & Support

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - On-Demand Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third, fourth, and fifth grade teachers will be provided On-Demand instruction through the SESC cooperative.	Professional Learning	01/04/2016	01/03/2017	\$0	No Funding Required	Barbara Masters

Goal 4: Sand Gap Elementary will keep the percentage of effective teachers at 100% through 2020.

Measurable Objective 1:

collaborate to increase the percentage of proficient certified staff members from ___% in May 31, 2016 to ___% by 05/31/2020 as measured by evaluation results..

Strategy 1:

Accomplishment Recognition - Teachers will be recognized for their accomplishments.

Category: Human Capital Management

Research Cited: According to the TELL survey only 52.6% of faculty agree that they are recognized for their accomplishments.

Activity - Accomplishment Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will use teacher information to recognize teachers for any accomplishments.	Recruitment and Retention, Academic Support Program	01/04/2016	06/06/2016	\$0	No Funding Required	Robert Williams

Goal 5: Increase the percentage of effective principals from 100% in 2015 to 100% in 2020.

Measurable Objective 1:

collaborate to Development of Professional Growth Plan based on self-reflection and student growth needs by 05/31/2016 as measured by identifying the level of success in achieving intermediate goals toward long-range target..

Strategy 1:

Implement and Monitor Professional Growth Plan - Implementation of Professional Growth Plan including multiple review points in collaboration with superintendent/designee.

Category: Principal PGES

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Implementatrimon and Monitoring of Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of the principals Professional Growth Plan including multiple review points in collaboration with superintendent/designee	Professional Learning	08/07/2014	12/18/2014	\$0	No Funding Required	Robert Williams/ Keith Lakes

Goal 6: Decrease the percent of all students who are scoring novice on K-Prep by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all GAP students who scored novice in reading at Sand Gap Elementary from 21.7% in 2015 to 19.53 by 05/30/2016 as measured by K-Prep..

Strategy 1:

Increase Attendance Rates - Students with perfect attendance weekly will be recognized by administration each Monday by handing out Tiger Tickets to those who qualify.

Category: Management Systems

Activity - Increase Attendance Rates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will hand out Tiger Tickets each Monday to each student with perfect attendance the week before.	Other - Attendance Incentives	12/14/2015	01/02/2017	\$0	No Funding Required	Robert Williams Nina Ingram

Activity - Tiger Ticket Store	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will "shop" at the Tiger Ticket Store monthly using earned Tiger Tickets for positive behavior and attendance.	Behavioral Support Program	09/02/2015	01/03/2017	\$0	No Funding Required	Brooke Bellamy Barbara Masters

Activity - Calling System for Absences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will utilize the Infinite Campus call system to call parents of absent students.	Technology	01/04/2016	01/03/2017	\$0	No Funding Required	Shawn Estridge Rhonda Thompson

Strategy 2:

RTA Interventionist - An RTA interventionist will use the EIR program to instruct the lowest eight students, according to STAR and I-Ready, in each grade K-3.

Category: Learning Systems

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - RTA Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RtA interventionist will work daily, using the EIR program, with the lowest eight students in K-3 (according to I-Ready and STAR)	Academic Support Program	09/09/2014	05/31/2017	\$42000	Read to Achieve	Tammie Johnson Liz Norris

Measurable Objective 2:

collaborate to decrease the percent of all GAP students who scored novice in math at Sand Gap Elementary from 16.3% in 2015 to 14.67 by 05/30/2016 as measured by KPrep.

Strategy 1:

Math Intervention - Target students scoring at the Novice level as shown by i-Ready of KPrep through intervention of math teachers and special education teachers..

Category: Continuous Improvement

Activity - Targeting Novice in PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the progress of all students scoring novice in math on K-Prep or comparable using i-Ready scores during Math PLC meetings.	Academic Support Program	10/05/2015	01/03/2017	\$0	No Funding Required	Barbara Masters

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Camp AJ volunteers will be utilized in 2nd and 3rd grades during core math instruction and center time to allow for smaller student groups based on instructional need.	Academic Support Program	09/07/2015	01/03/2017	\$0	No Funding Required	Kristin Baker Angela Miller

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education and Core Math teachers will list all Novice students based on current math data from i-Ready or K-Prep and will focus instruction during intervention time to increase those students to proficiency. Follow-up will occur during PLC meetings.	Direct Instruction	01/04/2016	01/03/2017	\$0	No Funding Required	Barbara Masters

Goal 7: All fifth graders at Sand Gap Elementary will reach proficiency in Social Studies.

Measurable Objective 1:

collaborate to increase the Proficiency level of the non-duplicated gap group from 38.7% to 54.4% in Social Studies by 05/30/2016 as measured by K-Prep.

Strategy 1:

Social Studies Fair - All fifth grade students will create a project board displaying information that answers a question with a United States focus.

Category: Integrated Methods for Learning

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Social Studies Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the spring of each year, students will create a display board that presents data that answers a question dealing with the United States.	Academic Support Program	01/04/2016	01/03/2017	\$0	No Funding Required	Regina Flannery Becky Baker

Strategy 2:

Professional Learning of Teacher Leaders - Teacher leaders will participate in professional learning that focuses on Social Studies content including consumerism, history, government, etc.

Category: Professional Learning & Support

Activity - Professional Learning of Teacher Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher Leaders will participate in outside professional learning of social studies content including consumerism, government, history, etc.	Professional Learning	01/04/2016	12/30/2016	\$15	General Fund	Regina Flannery

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning of Teacher Leaders	Teacher Leaders will participate in outside professional learning of social studies content including consumerism, government, history, etc.	Professional Learning	01/04/2016	12/30/2016	\$15	Regina Flannery
Total					\$15	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
i-Ready Reading	I-Ready Reading will be utilized a minimum of 90 minutes per week by all K-5 students. the program will provide diagnostics, self-paced lessons, and progress monitoring.	Technology	08/07/2014	05/26/2017	\$0	Barbara Masters
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Night	Families and Community members will be invited to participate in a school-wide math and reading literacy night. Activities will be provided that focus on Math and Reading activities that build literacy in both subjects. (SWP6, KCMP3)	Parent Involvement	08/07/2014	05/26/2017	\$400	Barbara Masters/ Brooke Bellamy
Art Materials Purchase	Art materials will be purchased through Promise Neighborhood monies for art integration by all teachers in all content areas.	Academic Support Program	06/01/2015	05/31/2016	\$1531	Barbara Masters
Tiger Book Club	Tiger Book Club which will consist of high apprentice, proficient, distinguished students that will meet weekly on Friday Morning. 3-5 students, and 2nd by invitation, will focus on specific books which will be purchased through Promise Neighborhood funds as well as incentives, t-shirts, etc.	Academic Support Program	06/01/2015	01/03/2017	\$835	Kala Shearer/ Lisa Young
Program Participation/Materials Purchase	Project Lead the Way Program Initiation	Academic Support Program	06/01/2015	05/31/2017	\$6670	Liz Norris/ Kala Shearer

Comprehensive School Improvement Plan

Sand Gap Elementary School

Tiger "Math"lete Club	Tiger "MATH"alete Club will meet daily for 30 minutes twice per week from 3rd-5th grade. The students in the club will be the high apprentice/low proficient students in math as shown by K-Prep or a comparable score in i-Ready.	Academic Support Program	06/01/2015	01/03/2017	\$835	Kristin Baker/ Sondra Jones/ Regina Flannery
Total					\$10271	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Practical Living/ Career Studies Professional Development	Teachers will be provided embedded professional development that encourages continuous growth through quality instruction in the PLCS Disciplines through PD 360. (SWP3)	Professional Learning	08/07/2014	05/31/2016	\$0	Kristin Baker/ Robert Williams
KYCID/PBIS Involvement	Monthly school meetings of the PBIS PLC team will monitor and address behavior issues with the school. (SWP4, SWP8, KCMP3, KCMP4)	Behavioral Support Program	08/07/2014	05/31/2016	\$0	Barbara Masters
Reading Screening	K-5 students will be screened three times per year in reading using i-Ready and monthly using STAR and Early Star Screener. (SWP2, SWP9)	Academic Support Program	08/07/2014	05/26/2017	\$0	Barbara Masters/ Tammie Johnson
Highly Qualified Teachers	Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.	Recruitment and Retention	08/07/2014	05/31/2016	\$0	Robert Williams
Monitoring of Student Growth in Reading Rtl Program	Monitoring of the growth of students receiving reading Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/26/2017	\$0	Barbara Masters
Training on Renaissance Program	All reading teachers will be trained on all aspects of the Renaissance Program available to our school.	Professional Learning	08/07/2014	05/31/2016	\$0	Rosanna Denham/ Kristin Baker
Math Screening Data Analysis	K-Prep and i-Ready data will be analyzed by the MATH PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	06/01/2017	\$0	Barbara Masters
Differentiated Math Instruction	Camp AJ volunteers will be utilized in 2nd and 3rd grades during core math instruction and center time to allow for smaller student groups based on instructional need.	Academic Support Program	09/07/2015	01/03/2017	\$0	Kristin Baker Angela Miller
Establish Rtl Protocol in Writing	Writing Rtl will be included as part of the Rtl programming provided by the school.	Academic Support Program	08/07/2014	05/26/2017	\$0	Barbara Masters/ Rebecca Baker

Comprehensive School Improvement Plan

Sand Gap Elementary School

Calling System for Absences	The school will utilize the Infinite Campus call system to call parents of absent students.	Technology	01/04/2016	01/03/2017	\$0	Shawn Estridge Rhonda Thompson
Tiger Ticket Store	Students will "shop" at the Tiger Ticket Store monthly using earned Tiger Tickets for positive behavior and attendance.	Behavioral Support Program	09/02/2015	01/03/2017	\$0	Brooke Bellamy Barbara Masters
Increase Attendance Rates	The principal will hand out Tiger Tickets each Monday to each student with perfect attendance the week before.	Other - Attendance Incentives	12/14/2015	01/02/2017	\$0	Robert Williams Nina Ingram
Teacher Leader Training	Kala Shearer will attend professional learning for Project Lead the Way during the summer of 2015. She will be the school's teacher leader in the program and will teach others teachers within the school.	Professional Learning	06/01/2015	06/30/2016	\$0	Liz Norris/ Kala Shearer
Math Screening	K-5 students will be screened three times per year in math using i-Ready diagnostic. (SWP2, SWP9)	Academic Support Program	08/07/2014	05/26/2017	\$0	Angie Miller
Decrease Disabled Student Suspensions	The suspension of students who have disabilities will be used as a last resort and only for serious circumstances involving the safety of themselves or others. (KCMP4)	Behavioral Support Program	08/07/2014	05/31/2016	\$0	Robert Williams
Monitoring of Involved Student Data	Coordinate monthly meetings with Save the Children in-school program providers and school administration to review student progress within the program.	Academic Support Program	01/04/2016	01/02/2017	\$0	Barbara Masters Becky Cunnigan
Targeting Students near Proficiency	4th and 5th grade teachers will analyze data and list those students who are 5 points or less from proficiency to work with in small groups during intervention time.	Academic Support Program	01/04/2016	01/03/2017	\$0	Barbara Masters
Brigance Screening	All Kindergarten students will be screened using the Brigance screener at the beginning of each school year.	Academic Support Program	08/08/2013	05/31/2020	\$0	Barbara Masters/ Liz Norris
Begin On-demand Instruction by Beginning of Second Semester	The Writing Teacher will begin On-Demand writing prompts by the beginning of the second semester.	Direct Instruction	01/04/2016	01/03/2017	\$0	Becky Baker Robert Williams
Multi-Step Math Problems	K-5 students will be exposed to multi-step math problems. K, as a whole group, a minimum of twice per month. 1st and 2nd grade individual and whole group a minimum of twice per month. 3rd-5th individually a minimum of once per week as evidenced by examples. Products will be analyzed to differentiate and modify classroom instruction. (SWP1, SWP2, SWP9, KCMP3)	Direct Instruction	08/06/2015	12/19/2017	\$0	Robert Williams
Reading Screening Data Analysis	K-Prep, i-Ready Diagnostic, STAR reading data will be analyzed by the reading PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/26/2017	\$0	Barbara Masters

Comprehensive School Improvement Plan

Sand Gap Elementary School

Accelerated Reader Goal Setting	2-5 will set a minimum goal for achievement for each student appropriate for grade level and reading ability.	Academic Support Program	08/07/2014	05/31/2016	\$0	Lisa Young/ Kala Shearer/ Peggy Jo Sulfridge
Implementatrion and Monitoring of Professional Growth Plan	Implementation of the principals Professional Growth Plan including multiple review points in collaboration with superintendent/designee	Professional Learning	08/07/2014	12/18/2014	\$0	Robert Williams/ Keith Lakes
In-school Reading Program	Save the Children will provide in-school reading instruction Monday through Thursday to students in need based on I-Ready and STAR Assessments. (SWP2, SWP9, SWP10)	Academic Support Program	08/07/2014	05/26/2017	\$0	Rebecca Cunnigan
Scheduling of Additional Staff	Additional staff will be assigned during Core Reading Instruction to allow for students to be separated into reading groups based on ability so that each student can read to an adult every day.	Academic Support Program	08/07/2014	05/31/2016	\$0	Barbara Masters
Name Them Claim Them	Special Education and Core Math teachers will list all Novice students based on current math data from i-Ready or K-Prep and will focus instruction during intervention time to increase those students to proficiency. Follow-up will occur during PLC meetings.	Direct Instruction	01/04/2016	01/03/2017	\$0	Barbara Masters
PLC Scheduling	PLC meetings will follow a monthly schedule so that consistency and fidelity of the process can occur. (SWP3, SWP4, KCMP3)	Professional Learning	08/07/2014	05/31/2016	\$0	Robert Williams
Accomplishment Recognition	The principal will use teacher information to recognize teachers for any accomplishments.	Recruitment and Retention, Academic Support Program	01/04/2016	06/06/2016	\$0	Robert Williams
Professional Development	All teachers will participate in job-embedded professional development that focuses on Writing Across the Curriculum using PD360. (SWP3, SWP4)	Professional Learning	05/29/2015	01/03/2017	\$0	Kristin Baker/ Robert Williams
Social Studies Fair	During the spring of each year, students will create a display board that presents data that answers a question dealing with the United States.	Academic Support Program	01/04/2016	01/03/2017	\$0	Regina Flannery Becky Baker
On-Demand Professional Development	Third, fourth, and fifth grade teachers will be provided On-Demand instruction through the SESC cooperative.	Professional Learning	01/04/2016	01/03/2017	\$0	Barbara Masters
Art and Humanities Embedded PD	Teachers will be provided embedded PD on the integration of meaningful art activities into all subject areas that allows for the differentiation of instruction and student responding to art through PD 350 as well as through the Artful Reading program. (PN, SWP2, SWP4, KCMP3)	Professional Learning	08/07/2014	05/31/2016	\$0	Kristin Baker/ Robert Williams
Review and Update the Writing Plan	The PLC committee will review the existing plan and policy and make any necessary updates or changes to be approved by SBDM. (SWP1, KCMP3)	Policy and Process	08/07/2014	01/03/2017	\$0	Robert Williams/ Rebecca Baker
Calculator/ Noncalculator Assessments	Teacher-created summative assessments in math will include a calculator and noncalculator section to mimic K-Prep testing. (SWP2, SWP9, KCMP3)	Direct Instruction	08/07/2014	01/03/2017	\$0	Robert Williams

Comprehensive School Improvement Plan

Sand Gap Elementary School

Third Grade On-Demand Writing	Third grade students will be exposed to on-demand writing prompts through whole group completion.	Direct Instruction	01/04/2016	01/03/2017	\$0	Robert Williams
Extra staffing in Math Classes	2nd and third grade math classes will receive additional assistance through Camp Andrew Jackson volunteers 5 days a week.	Direct Instruction	08/07/2014	05/31/2016	\$0	Barbara Masters/ Mike Obrien- Camp AJ Director
Collaboration of Resource Teachers and Classroom Teachers	After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)	Direct Instruction	08/07/2014	05/31/2016	\$0	Barbara Masters/Robert Williams/ Sherry Banks
Monitoring of Student Progress in Math Rtl Program	Monitoring of the growth of students receiving math Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/06/2015	12/19/2017	\$0	Barbara Masters
Writing Skill Development	Teachers will use 3.8 paragraph, writing reference sheets (for all grades levels) and 3 modes of writing.	Direct Instruction	08/07/2014	01/03/2017	\$0	Becky Baker/ Robert Williams
Targeting Novice in PLC meetings	Monitor the progress of all students scoring novice in math on K-Prep or comparable using i-Ready scores during Math PLC meetings.	Academic Support Program	10/05/2015	01/03/2017	\$0	Barbara Masters
Parent Compact and Involvement Policy Review	The school's SBDM will complete a yearly review of the parent compact and involvement policy with parent input.	Policy and Process	08/07/2014	05/31/2016	\$0	Robert Williams
Early Steps/ Raise-a-Reader	Community children needing intervention will be provided Early Steps to School Success and Raise-a-Reader program to assist in the transition between home and school and to encourage literacy development in the home through home-based instruction and parent involvement. (SWP6, SWP7)	Parent Involvement	08/07/2014	05/31/2017	\$0	Rebecca Cunnigan/ Charity Rose
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research Action Project	Select teachers will participate in the Research Action Project with Shirley Clarke through 4 meetings during the 2013-2016 school year.	Professional Learning	08/08/2013	05/29/2015	\$0	Liz Norris
PIMSER Participation	Science and Math teachers will participate in professional learning through the PIMSER with the University of Kentucky. The grant will provide materials through Science kits and new innovative ways to teach the National Science Standards with the integration of Math.	Professional Learning	08/08/2013	05/31/2016	\$0	Liz Norris
Total					\$0	

Comprehensive School Improvement Plan

Sand Gap Elementary School

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTA Intervention	An RtA interventionist will work daily, using the EIR program, with the lowest eight students in K-3 (according to I-Ready and STAR)	Academic Support Program	09/09/2014	05/31/2017	\$42000	Tammie Johnson Liz Norris
RtA Reading Interventionist	A Reading Interventionist will be hired to provide Tier 3 Rtl services to Kindergarten through 3rd grade.	Academic Support Program	08/07/2014	05/26/2017	\$42000	Tammie Johnson/ Robert Williams
Total					\$84000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Sand Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Sand Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Sand Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.sandgapelementary.net	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	N/A		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Sand Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Faculty response to Facility and Resources Questions on the Tell Survey will improve.

Measurable Objective 1:

collaborate to increase faculty agreement to the question "The school environment is clean and well maintained" from 36.8% on the 2015 TELL Survey to 50% on the 2016 TELL survey. by 09/30/2017 as measured by TELL Survey.

Strategy1:

Administrative Checklists and Meetings - District and school administration will devise a checklist and consistently observe building cleanliness and meet with janitors to discuss any issues not meeting checklist requirements.

Category: Management Systems

Research Cited:

Activity - Monitor Building Cleanliness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration will devise a checklist and consistently observe building cleanliness and meet with janitors to discuss any issues not meeting checklist requirements.	Other - Administrative Monitoring of Building Environment	01/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams Eddie Morgan

The school identified specific strategies to increase the average combined reading and math K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math K-Prep scores elementary and middle students from 49.5% in 2016 to 70.7% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 49.5% in 2015 to 59.0% by 09/30/2017 as measured by K-PREP..

Strategy1:

Differentiated Reading Instruction - All K-3 students will participate in daily oral reading groups during core instruction.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Learning Systems

Research Cited:

Activity - Scheduling of Additional Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional staff will be assigned during Core Reading Instruction to allow for students to be separated into reading groups based on ability so that each student can read to an adult every day.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy2:

Math and Reading Literacy Night - Families and Community members will be invited to the annual Math and Reading Literacy Night.

Category: Stakeholder Engagement

Research Cited:

Activity - Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families and Community members will be invited to participate in a school-wide math and reading literacy night. Activities will be provided that focus on Math and Reading activities that build literacy in both subjects. (SWP6, KCMP3)	Parent Involvement	08/04/2016	05/25/2018	\$400 - Other	Barbara Masters/ Brooke Bellamy

Strategy3:

Reading Response to Intervention - Students will be provided intervention services based on individual assessments in reading through the use of scientific-based programs such as Soar to Success, i-Ready, EIR, and Reading Street.

Category: Continuous Improvement

Research Cited:

Activity - Reading Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will be screened four times per year in reading using i-Ready and monthly using STAR and Early Star Screener. (SWP2, SWP9)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Tammie Johnson

Activity - i-Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i-Ready Reading will be utilized a minimum of 90 minutes per week by all K-5 students. the program will provide diagnostics, self-paced lessons, and progress monitoring.	Technology	08/07/2014	05/25/2018	\$0 - Title I Schoolwide	Barbara Masters

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Reading Screening Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-Prep, i-Ready Diagnostic, STAR reading data will be analyzed by the reading PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - RtA Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Interventionist will be hired to provide individualized RtI services to Kindergarten through 3rd grade.	Academic Support Program	08/07/2014	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson/ Robert Williams

Activity - Monitoring of Student Growth in Reading RtI Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of the growth of students receiving reading RtI services by the RtI provider and RtI team and placement of students within the RtI structure based on student growth or lack of progress. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy4:

Camp Andrew Jackson Staffing - Camp Andrew Jackson volunteers will be strategically placed in third and second grade classrooms to assist with core math instruction.

Category: Human Capital Management

Research Cited: 2014 K-Prep scores show that third grade has declined in math for the past two year. Camp Andrew Jackson volunteers will be added to classroom during math core so that adults can provide more hands on instruction with smaller groups.

Activity - Additional Staffing in Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd and third grade math classes will receive additional assistance through Camp Andrew Jackson volunteers 5 days a week.	Direct Instruction	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Mike Obrien- Camp AJ Director

Strategy5:

Differentiated Math Instruction - Teachers will use data from summative and formative assessments to direct math instruction.

Category: Integrated Methods for Learning

Research Cited:

Activity - Tiger "Math"lete Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tiger "MATH"lete Club will meet daily for 30 minutes twice per week from 3rd-5th grade. The students in the club will be the high apprentice/low proficient students in math as shown by K-Prep or a comparable score in i-Ready.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Sondra Jones/ Regina Flannery/ Mike Obrien

Comprehensive School Improvement Plan

Sand Gap Elementary School

Strategy6:

Student Monitoring of Growth in Reading and Math - Students will plot scores from i-Ready on graphs that are correlated to K-Prep scores of Novice, Apprentice, Proficient, and Proficient. Correlation was decided based on EOY i-Ready scores from the Spring of 2016 and student K-Prep Scores.

Category: Continuous Improvement

Research Cited:

Activity - Plotting of Student i-Ready Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will plot math and reading diagnostic scores on pre-designed graph that correlate scores to K-PREP Scores encouraging self-regulation.	Academic Support Program	12/21/2016	10/31/2018	\$0 - No Funding Required	Barbara Masters

Strategy7:

Target Students for Proficiency - Teachers will target students that are within 5 points of proficiency in reading and math according to 2015 K-Prep and provide additional instruction to increase ability in math or reading to achieve proficiency.

Category: Continuous Improvement

Research Cited:

Activity - Self Regulation of Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will graph their own progress through I-Ready diagnostics and growth monitoring utilizing a benchmark score indicating proficiency as well as indicating Novice level in order to set minimum goals above Novice level.	Academic Support Program	11/21/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Targeting Students near Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th grade teachers will analyze data and list those students who are 5 points or less from proficiency to work with in small groups during intervention time.	Academic Support Program	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy8:

Math Response to Intervention - Students will be provided intervention services based on individual assessments in Math through the use of scientific-based programs such as i-Ready, and envision Math.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Math Screening Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-Prep and i-Ready data will be analyzed by the MATH PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Math Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will be screened four times per year in math using i-Ready diagnostic. (SWP2, SWP9)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Monitoring of Student Progress in Math Rtl Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of the growth of students receiving math Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy9:

Project Lead the Way - The school will implement Project Lead the Way beginning the 2015-2016 school year. This is a STEM program that focuses on Science, Technology, Engineering and Math. Implementation will begin with 5th grade and continue downward to Kindergarten as the year progresses.

Category: Career Readiness Pathways

Research Cited:

Activity - Teacher Leader Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kala Shearer will attend continuing professional learning for Project Lead the Way during the summer of 2016. She will be the school's teacher leader in the program and will teach others teachers within the school.	Professional Learning	06/01/2016	05/25/2018	\$0 - No Funding Required	Liz Norris/ Kala Shearer

Strategy10:

Save the Children Reading Intervention - Utilize the Save the Children Program to provide in-school, after-school, and home-based intervention programming for students and future students.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Monitoring of Involved Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate monthly meetings with Save the Children in-school program providers and school administration to review student progress within the program.	Academic Support Program	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters Becky Cunnigan

Activity - In-school Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children will provide in-school reading instruction Monday through Thursday to students in need based on I-Ready and STAR Assessments. (SWP2, SWP9, SWP10)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Cunnigan

Activity - Early Steps/ Raise-a-Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community children needing intervention will be provided Early Steps to School Success and Raise-a-Reader program to assist in the transition between home and school and to encourage literacy development in the home through home-based instruction and parent involvement. (SWP6, SWP7)	Parent Involvement	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Cunnigan/ Charity Rose

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as measured by K-PREP.

Strategy1:

Suspension Rate Decrease - The suspension rate of disabled students will be reduced in ratio to nondisabled students.

Category:

Research Cited: During the 12-13 school year, 7 students with disabilities and 5 students without disabilities were suspended during the school year. Students with disabilities were suspended at a higher rate than non-disabled. Disabled students were also suspended multiple times during the school year unlike the nondisabled students.

Activity - Decrease Disabled Student Suspensions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The suspension of students who have disabilities will be used as a last resort and only for serious circumstances involving the safety of themselves or others. (KCMP4)	Behavioral Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy2:

Kindergarten Readiness - All entering Kindergarten students will be transitioned into Kindergarten from Head Start, Preschool, and the home

Comprehensive School Improvement Plan

Sand Gap Elementary School

environment by providing screenings to establish learning level and need and opportunity for kindergarten exposure through "Meet the Teacher" events and collaboration between the preschool and kindergarten program.

Category: Early Learning

Research Cited:

Activity - Increasing Kindergarten Readiness through Preschool Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool department and kindergarten teachers will collaborate to establish a plan that will encourage students who attend preschool and/or Head Start at the school level to receive specific instruction that will increase kindergarten readiness skills.	Academic Support Program	10/14/2016	05/25/2018	\$0 - No Funding Required	Robert Williams/ Lisa Hayes

Activity - Kindergarten Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five year olds entering kindergarten from the Head Start/ Preschool program will be introduced to the Kindergarten classrooms and teachers during the school year with specific activities planned near the end of the school year to ease transition.	Academic Support Program	01/03/2017	05/25/2018	\$0 - No Funding Required	Brenda Walker/ Leshia McQueen/ Belinda Marcum

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the Brigance screener at the beginning of each school year.	Academic Support Program	08/04/2016	05/31/2020	\$0 - No Funding Required	Barbara Masters/ Liz Norris

Strategy3:

KYCID/PBIS Implementation - Establishment and integration of KYCID/PBIS program school-wide.

Category:

Research Cited:

Activity - KYCID/PBIS Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bi-monthly school meetings of the PBIS PLC team will monitor and address behavior issues with the school. (SWP4, SWP8, KCMP3, KCMP4)	Behavioral Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy4:

Accelerated Reader - 2-5 grade levels will initiate an Accelerated Reader goal for each individual student to meet by a specific date.

Category:

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Accelerated Reader Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2-5 will set a minimum goal for achievement for each student appropriate for grade level and reading ability.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Lisa Young/ Kala Shearer/ Peggy Jo Sulfridge

Strategy5:

Practical Living/Career Studies Professional Development - Professional Development will be provided to all teachers that encourages continuous growth through research-based practices that supports quality instruction in PLCS disciplines.

Category:

Research Cited:

Activity - Practical Living/ Career Studies Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded professional development that encourages continuous growth through quality instruction in the PLCS Discipline. (SWP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Strategy6:

Parent Involvement - The school will complete a yearly review of the parent compact and involvement policy with parent input.

Category:

Research Cited:

Activity - Parent Compact and Involvement Policy Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's SBDM will complete a yearly review of the parent compact and involvement policy with parent input.	Policy and Process	08/07/2014	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy7:

Art and Humanities Integration of Instruction - Teachers will receive continuing professional development that focuses on the integration of art and humanities into all subject areas allowing for and encouraging differentiation of instruction and responding to art that is meaningful and thought-provoking.

Category:

Research Cited:

Activity - Art and Humanities Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded PD on the integration of meaningful art activities into all subject areas that allows for the differentiation of instruction and student responding to art through PD 350 as well as through the Artful Reading program. (PN, SWP2, SWP4, KCOMP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Strategy8:

PLC Meetings - All teachers, based on instructional focus, will participate in PLC committee meetings a minimum of once monthly.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Continuous Improvement

Research Cited:

Activity - PLC Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC meetings will follow a monthly schedule so that consistency and fidelity of the process can occur. (SWP3, SWP4, KCMP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy9:

Highly Qualified Teachers - Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.

Category:

Research Cited:

Activity - Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Sand Gap will collaborate with Eastern Kentucky University, Midway, and Berea College to enlist student teachers for residence.	Recruitment and Retention	08/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Strategy10:

Collaboration of Resource and Regular Ed. Teachers - After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)

Category:

Research Cited:

Activity - Collaboration of Resource Teachers and Classroom Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)	Direct Instruction	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/Robert Williams/ Sherry Banks

Goal 3:

The state goal is to reduce the overall percentage of student scoring at the novice level in reading and mathematics by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all GAP students who scored novice in reading at Sand Gap Elementary from 23.5% in 2016 to 17.5 by 09/30/2017 as measured by K-Prep..

Strategy1:

RTI Reading Intervention - Students will be continually monitored through diagnostic screenings and placed in tier instruction based on need.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Learning Systems

Research Cited:

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading PLC team will continually focus on the instruction and growth of Novice reading students based on diagnostic screenings and classwork.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - RTA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RtA interventionist will work daily, using the EIR program, with the lowest eight students in K-3 (according to I-Ready and STAR)	Academic Support Program	08/04/2016	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson Liz Norris

Strategy2:

Novice Reduction Training through KEDC - Administration will attend Novice Reduction training through KEDC. Staff will be exposed to and trained on the Novice reduction strategies through PLC/ staff meetings, and book study.

Category: Professional Learning & Support

Research Cited: John Hattie, Visible Learning Research

Activity - Special Education Teacher Training on Comprehensive Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will attend a training through the KEDC on Comprehensive Intervention strategies that meets the needs of the learner.	Professional Learning	09/06/2016	05/25/2017	\$0 - No Funding Required	Robert Williams/ Betty Moore

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained on the research of John Hattie and the Key Core Work Processes and Effect Size on student learning.	Professional Learning	09/05/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Measurable Objective 2:

collaborate to decrease the percent of all GAP students who scored novice in math at Sand Gap Elementary from 12.2% in 2016 to 10.7 by 09/30/2017 as measured by KPrep.

Strategy1:

Math Intervention - Target students scoring at the Novice level as shown by i-Ready of KPrep through intervention of math teachers and special education teachers..

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Targeting Novice in PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of all students scoring novice in math on K-Prep or comparable using i-Ready scores during Math PLC meetings.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Differentiated Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Camp AJ volunteers will be utilized in 2nd and 3rd grades during core math instruction and center time to allow for smaller student groups based on instructional need.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker Angela Miller

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education and Core Math teachers will list all Novice students based on current math data from i-Ready or K-Prep and will focus instruction during intervention time to increase those students to proficiency. Follow-up will occur during PLC meetings.	Direct Instruction	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

All children-were screened for kindergarten readiness. If yes, name the assessment.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as measured by K-PREP.

Strategy1:

Kindergarten Readiness - All entering Kindergarten students will be transitioned into Kindergarten from Head Start, Preschool, and the home environment by providing screenings to establish learning level and need and opportunity for kindergarten exposure through "Meet the Teacher" events and collaboration between the preschool and kindergarten program.

Category: Early Learning

Research Cited:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the Brigance screener at the beginning of each school year.	Academic Support Program	08/04/2016	05/31/2020	\$0 - No Funding Required	Barbara Masters/ Liz Norris

Comprehensive School Improvement Plan

Sand Gap Elementary School

The school identified specific strategies to increase the percentage of students who are Kindergarten ready.

Goal 1:

Increase the average combined reading and math K-Prep scores elementary and middle students from 49.5% in 2016 to 70.7% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 49.5% in 2015 to 59.0% by 09/30/2017 as measured by K-PREP..

Strategy1:

Save the Children Reading Intervention - Utilize the Save the Children Program to provide in-school, after-school, and home-based intervention programing for students and future students.

Category: Learning Systems

Research Cited:

Activity - Early Steps/ Raise-a-Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community children needing intervention will be provided Early Steps to School Success and Raise-a-Reader program to assist in the transition between home and school and to encourage literacy development in the home through home-based instruction and parent involvement. (SWP6, SWP7)	Parent Involvement	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Cunnigan/ Charity Rose

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as measured by K-PREP.

Strategy1:

Kindergarten Readiness - All entering Kindergarten students will be transitioned into Kindergarten from Head Start, Preschool, and the home environment by providing screenings to establish learning level and need and opportunity for kindergarten exposure through "Meet the Teacher" events and collaboration between the preschool and kindergarten program.

Category: Early Learning

Comprehensive School Improvement Plan

Sand Gap Elementary School

Research Cited:

Activity - Kindergarten Transition Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Five year olds entering kindergarten from the Head Start/ Preschool program will be introduced to the Kindergarten classrooms and teachers during the school year with specific activities planned near the end of the school year to ease transition.	Academic Support Program	01/03/2017	05/25/2018	\$0 - No Funding Required	Brenda Walker/ Leshia McQueen/ Belinda Marcum

Activity - Increasing Kindergarten Readiness through Preschool Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool department and kindergarten teachers will collaborate to establish a plan that will encourage students who attend preschool and/or Head Start at the school level to receive specific instruction that will increase kindergarten readiness skills.	Academic Support Program	10/14/2016	05/25/2018	\$0 - No Funding Required	Robert Williams/ Lisa Hayes

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten students will be screened using the Brigance screener at the beginning of each school year.	Academic Support Program	08/04/2016	05/31/2020	\$0 - No Funding Required	Barbara Masters/ Liz Norris

The school identified specific K-3 strategies to increase the average 3rd grade math and reading combined K-Prep proficiency scores.

Goal 1:

Increase the average combined reading and math K-Prep scores elementary and middle students from 49.5% in 2016 to 70.7% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 49.5% in 2015 to 59.0% by 09/30/2017 as measured by K-PREP..

Strategy1:

Save the Children Reading Intervention - Utilize the Save the Children Program to provide in-school, after-school, and home-based intervention programing for students and future students.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - In-school Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Save the Children will provide in-school reading instruction Monday through Thursday to students in need based on I-Ready and STAR Assessments. (SWP2, SWP9, SWP10)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Cunnigan

Activity - Monitoring of Involved Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinate monthly meetings with Save the Children in-school program providers and school administration to review student progress within the program.	Academic Support Program	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters Becky Cunnigan

Activity - Early Steps/ Raise-a-Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community children needing intervention will be provided Early Steps to School Success and Raise-a-Reader program to assist in the transition between home and school and to encourage literacy development in the home through home-based instruction and parent involvement. (SWP6, SWP7)	Parent Involvement	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Cunnigan/ Charity Rose

Strategy2:

Math Response to Intervention - Students will be provided intervention services based on individual assessments in Math through the use of scientific-based programs such as i-Ready, and envision Math.

Category: Learning Systems

Research Cited:

Activity - Math Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will be screened four times per year in math using i-Ready diagnostic. (SWP2, SWP9)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Monitoring of Student Progress in Math Rtl Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of the growth of students receiving math Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Math Screening Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-Prep and i-Ready data will be analyzed by the MATH PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy3:

Reading Response to Intervention - Students will be provided intervention services based on individual assessments in reading through the use of scientific-based programs such as Soar to Success, i-Ready, EIR, and Reading Street.

Category: Continuous Improvement

Research Cited:

Activity - i-Ready Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
i-Ready Reading will be utilized a minimum of 90 minutes per week by all K-5 students. the program will provide diagnostics, self-paced lessons, and progress monitoring.	Technology	08/07/2014	05/25/2018	\$0 - Title I Schoolwide	Barbara Masters

Activity - Monitoring of Student Growth in Reading Rtl Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitoring of the growth of students receiving reading Rtl services by the Rtl provider and Rtl team and placement of students within the Rtl structure based on student growth or lack of progress. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - Reading Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will be screened four times per year in reading using i-Ready and monthly using STAR and Early Star Screener. (SWP2, SWP9)	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Tammie Johnson

Activity - RtA Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Interventionist will be hired to provide individualized Rtl services to Kindergarten through 3rd grade.	Academic Support Program	08/07/2014	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson/ Robert Williams

Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Reading Screening Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-Prep, i-Ready Diagnostic, STAR reading data will be analyzed by the reading PLC committee to provide additional learning resources/services to students showing need and to make changes to instruction for all students. (SWP1, SWP2, SWP8, SWP9, KCMP3)	Academic Support Program	08/07/2014	05/25/2018	\$0 - No Funding Required	Barbara Masters

Strategy4:

Camp Andrew Jackson Staffing - Camp Andrew Jackson volunteers will be strategically placed in third and second grade classrooms to assist with core math instruction.

Category: Human Capital Management

Research Cited: 2014 K-Prep scores show that third grade has declined in math for the past two year. Camp Andrew Jackson volunteers will be added to classroom during math core so that adults can provide more hands on instruction with smaller groups.

Activity - Additional Staffing in Math Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
2nd and third grade math classes will receive additional assistance through Camp Andrew Jackson volunteers 5 days a week.	Direct Instruction	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Mike Obrien- Camp AJ Director

Goal 2:

The state goal is to reduce the overall percentage of student scoring at the novice level in reading and mathematics by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all GAP students who scored novice in math at Sand Gap Elementary from 12.2% in 2016 to 10.7 by 09/30/2017 as measured by KPrep.

Strategy1:

Math Intervention - Target students scoring at the Novice level as shown by i-Ready of KPrep through intervention of math teachers and special education teachers..

Category: Continuous Improvement

Research Cited:

Activity - Targeting Novice in PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of all students scoring novice in math on K-Prep or comparable using i-Ready scores during Math PLC meetings.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Measurable Objective 2:

collaborate to decrease the percent of all GAP students who scored novice in reading at Sand Gap Elementary from 23.5% in 2016 to 17.5 by 09/30/2017 as measured by K-Prep..

Comprehensive School Improvement Plan

Sand Gap Elementary School

Strategy1:

RTI Reading Intervention - Students will be continually monitored through diagnostic screenings and placed in tier instruction based on need.

Category: Learning Systems

Research Cited:

Activity - RTA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RtA interventionist will work daily, using the EIR program, with the lowest eight students in K-3 (according to I-Ready and STAR)	Academic Support Program	08/04/2016	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson Liz Norris

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math K-Prep scores elementary and middle students from 49.5% in 2016 to 70.7% by 05/31/2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Sand Gap Elementary School from 49.5% in 2015 to 59.0% by 09/30/2017 as measured by K-PREP..

Strategy1:

Reading Response to Intervention - Students will be provided intervention services based on individual assessments in reading through the use of scientific-based programs such as Soar to Success, i-Ready, EIR, and Reading Street.

Category: Continuous Improvement

Research Cited:

Activity - RtA Reading Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Reading Interventionist will be hired to provide individualized RtI services to Kindergarten through 3rd grade.	Academic Support Program	08/07/2014	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson/ Robert Williams

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as

Comprehensive School Improvement Plan

Sand Gap Elementary School

measured by K-PREP.

Strategy1:

Collaboration of Resource and Regular Ed. Teachers - After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)

Category:

Research Cited:

Activity - Collaboration of Resource Teachers and Classroom Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After consultation and agreement of ARC, students who deemed would benefit, will be provided assistance from resource teacher in the regular classroom during Core Instruction. (SWP2, SWP8, SWP9, KCMP3, KCMP5)	Direct Instruction	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/Robert Williams/ Sherry Banks

Goal 3:

The state goal is to reduce the overall percentage of student scoring at the novice level in reading and mathematics by 50% by 2020.

Measurable Objective 1:

collaborate to decrease the percent of all GAP students who scored novice in reading at Sand Gap Elementary from 23.5% in 2016 to 17.5 by 09/30/2017 as measured by K-Prep..

Strategy1:

RTI Reading Intervention - Students will be continually monitored through diagnostic screenings and placed in tier instruction based on need.

Category: Learning Systems

Research Cited:

Activity - Name Them Claim Them	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading PLC team will continually focus on the instruction and growth of Novice reading students based on diagnostic screenings and classwork.	Academic Support Program	08/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters

Activity - RTA Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RtA interventionist will work daily, using the EIR program, with the lowest eight students in K-3 (according to I-Ready and STAR)	Academic Support Program	08/04/2016	05/25/2018	\$42000 - Read to Achieve	Tammie Johnson Liz Norris

Strategy2:

Novice Reduction Training through KEDC - Administration will attend Novice Reduction training through KEDC. Staff will be exposed to and trained on the Novice reduction strategies through PLC/ staff meetings, and book study.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Professional Learning & Support

Research Cited: John Hattie, Visible Learning Research

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff members will be trained on the research of John Hattie and the Key Core Work Processes and Effect Size on student learning.	Professional Learning	09/05/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Activity - Special Education Teacher Training on Comprehensive Intervention Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will attend a training through the KEDC on Comprehensive Intervention strategies that meets the needs of the learner.	Professional Learning	09/06/2016	05/25/2017	\$0 - No Funding Required	Robert Williams/ Betty Moore

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 49.5% in 2016 to 70.7% in 5/31/2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings from 49.5% in 2016 to 59.0% by 09/30/2017 as measured by K-PREP.

Strategy1:

Art and Humanities Integration of Instruction - Teachers will receive continuing professional development that focuses on the integration of art and humanities into all subject areas allowing for and encouraging differentiation of instruction and responding to art that is meaningful and thought-provoking.

Category:

Research Cited:

SY 2016-2017

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Comprehensive School Improvement Plan

Sand Gap Elementary School

Activity - Art and Humanities Embedded PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded PD on the integration of meaningful art activities into all subject areas that allows for the differentiation of instruction and student responding to art through PD 350 as well as through the Artful Reading program. (PN, SWP2, SWP4, KCMP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Strategy2:

Practical Living/Career Studies Professional Development - Professional Development will be provided to all teachers that encourages continuous growth through research-based practices that supports quality instruction in PLCS disciplines.

Category:

Research Cited:

Activity - Practical Living/ Career Studies Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided embedded professional development that encourages continuous growth through quality instruction in the PLCS Discipline. (SWP3)	Professional Learning	08/04/2016	05/25/2018	\$0 - No Funding Required	Kristin Baker/ Robert Williams

Goal 2:

All students at Sand Gap Elementary School will become proficient writers.

Measurable Objective 1:

collaborate to decrease the nonduplicated writing gap by increasing the percentage of proficient/distinguished from 30.0% to 55.8% by 09/30/2017 as measured by K-PREP.

Strategy1:

On-Demand Professional Development - Third, Fourth, and Fifth grade teachers will participate in professional learning that focuses on on-demand writing.

Category: Professional Learning & Support

Research Cited:

Activity - On-Demand Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Second, third, fourth, and fifth grade writing teachers will be provided On-Demand instruction through the SESC cooperative.	Professional Learning	01/04/2016	05/25/2018	\$0 - No Funding Required	Barbara Masters/ Kristin Baker

Strategy2:

Increase On-Demand Instruction Time - On-Demand writing will be introduced earlier in the school year for 4th and 5th through individual completion and at the third grade level increasing from whole-group to individual completion.

Comprehensive School Improvement Plan

Sand Gap Elementary School

Category: Management Systems

Research Cited:

Activity - Third Grade On-Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will be exposed to on-demand writing prompts progressing from whole group to individual completion.	Direct Instruction	01/04/2016	05/25/2018	\$0 - No Funding Required	Robert Williams

Activity - Earlier Instruction and Completion of On-Demand Prompts for Fourth and Fifth Grade	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade will begin on-demand instruction and completion of prompts by the first 9 weeks and every 9 weeks thereafter that will be scored by the writing PLC team based on the state rubric for proficiency.	Direct Instruction	08/04/2016	05/25/2018	\$0 - No Funding Required	Rebecca Baker/ Robert Williams

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Sand Gap Elementary is located in Sand Gap, Kentucky and is one of three elementary schools in the Jackson County school district. Sand Gap serves preschool through 5th grade and is a school-wide Title 1 elementary school with an average yearly enrollment of approximately 300 students including our preschool population. Most staff have been teaching 10 or more years at Sand Gap Elementary and live within the community. Many staff members have attended Sand Gap Elementary during their childhood.

The school is the "hub" of the small rural area. Though there are many benefits to being a part of a small community, there are limited area resources available to the school and exposure to the arts and cultural aspects of the world requires significant traveling outside the district. The community exists in a high poverty rate population, and local jobs are limited. The community has noticed a small population growth due to people returning "home" during the economic struggles that exist in today's society.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Sand Gap Elementary's mission is dedication to providing a quality education in a safe and supportive environment which respects the diversity of all individuals, develops strong social skills and responsible citizens, involves parents and community and instills a love of learning in an atmosphere that recognizes student achievement, promotes academic excellence and produces students who will be active contributors in a global society.

It is the vision of Sand Gap Elementary to be the focus and pride of our community by being a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development. Every member of Sand Gap Elementary learning community will:

- *Learn and succeed in a positive, creative, and educationally sound environment that respects, encourages, and supports all members of our learning community.
- *Strive for continuous improvement while focusing on increasing student achievement in literacy, math, and science.
- *Participate in planned, purposeful lessons in the arts, practical living, career studies, and literacy integrated into all content areas which focus on local, state, and national standards.
- *Set high expectations for all members and continually work toward the achievement of these goals.
- *Equip all students for the demands and opportunities of a global society by offering a differentiated, effective and rigorous curriculum with emphasis on 21st Century Skills as an entitlement to all.
- *Acknowledge and celebrate the achievements of all members.
- *Foster teamwork between home, school, and community that encourages all students to achieve their fullest potential.

Sand Gap Elementary is focused on all students succeeding by eliminating gaps in the subgroups of free/reduced lunch, and students with disabilities. We disaggregate state and school-generated data to ensure an equitable school experience for all our students. All students are screened in reading and math three times a year using I-Ready. STAR Reading Screener is given monthly to all K-5 students and results are monitored by administration/teachers and provided to parents. Students are expected to learn a curriculum based on State and National Standards as well as Program Reviews. Struggling students are provided intervention services in reading, writing, and math through multiple research-based strategies.

We believe that all students can achieve at a high level regardless of socio-economic status or disability with our support. All students are provided a free breakfast and lunch regardless of socio-economic status. Our Family Resource Center works tirelessly to meet the basic personal needs that are barriers to student learning providing programs such as: a backpack program to provide food for students during weekends and holidays; provisions of clothing and school supplies, assistance with bringing down barriers in the home such as a lack of electricity and water.

Our staff strives to develop supportive and positive relationships with all students and families, making school-related decisions based on what is best for each and every student.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our reading and math achievement scores on KPREP continue to improve. Our fidelity to and rigor of Core instruction continues to increase as well as our consistent monitoring of student achievement and changes to instruction based on that monitoring. We fully expect to continue to increase in student achievement through differentiated and refined instruction, high expectations, and a positive culture where students can achieve their goals and become one of the states proficient schools. Our data shows that particular emphasis must be placed on our free and reduced lunch and special education students where there shows a significant gap.

According to the Tell Survey, 100% of those surveyed believe that students understand what is expected of them and follow rules of conduct and that all staff members enforce school rules. Using Positive Behavior Interventions and Support (PBIS) school-wide, the school has created shared expectations for all students and staff. Fidelity in instruction and professional development have resulted in improved consistency in behavior management and earned incentives have created buy-in from all stake holders.

The lowest percentages from the TELL survey involve school cleanliness. Only 36.8% of those surveyed stated that the school is clean and well maintained and only 44.4% believe that leadership deals with the issue. Those results were also confirmed with the safe school audit which noted school cleanliness as an important issue of focus.

We have intentionally focused on reduction of novice students in our school in all grade levels. We will strive to continue to close the achievement gap while increasing test scores for all students in all areas, especially writing, social studies and math. We will also focus on increase Program Review scores through consistent and planned implementation and documentation as well as increasing community involvement. We will continue to focus on preparing our students to be college and career ready in an environment that is clean and well-maintained.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

TELL survey data shows that 100% of respondents plan to continue their teaching career at Sand Gap Elementary with 94% responding that Sand Gap Elementary is a good place to work and learn. That is an increase from the 2013 school year at 91.3%. We will continue to work to improve that percentage. It is the priority of Sand Gap Elementary faculty and staff to provide our students will the best educational program possible in spite of any obstacles we or the students may face. Each of us strive to leave at the end of each day and be able to honestly say, "I've done all that I can to help our students."