

**Union Chapel Elementary School
Comprehensive Improvement Plan
April 2013 Updates**

Union Chapel Elementary School
Russell County

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Overview

Plan Name

Union Chapel Elementary School Comprehensive Improvement Plan April 2013 Updates

Plan Description

Updates to include components to address Principal and Teacher Effective Professional Growth and Evaluation System (PGES) and Race to the Top (RTT) Continuous Instructional Improvement Technology System (CIITS) requirements.

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	Delete	Objectives: 1 Strategies: 5 Activities: 12	Academic	\$7200
2	All students will become Proficient in English Language Arts	Objectives: 1 Strategies: 3 Activities: 10	Academic	\$17100
3	Increase the averaged combined reading and math K-Prep scores for elementary students from 39.8% to 69.9% in 2017	Objectives: 1 Strategies: 7 Activities: 19	Organizational	\$34800
4	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 36% in 2012 to 68% in 2013	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2100
5	Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___% by 2015.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$3850

Goal 1: Delete

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will Demonstrate a proficiency score in Mathematics by 05/31/2015 as measured by K-PREP.

Strategy 1:

Automaticity - Differentiated timed computation practice

Research Cited: A growing body of research shows that dramatic improvement in math achievement occurs when students develop automatic recall of math facts through appropriate practice.

Activity - Math Mania	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work with paper/pencil on a two minute timed test to achieve automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2015	\$100	District Funding	Classroom teachers to implement and Principal to monitor

Activity - Math Madness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide math tournament with a single elimination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2015	\$600	Other	UCES Staff

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is achieved.	Technology	01/11/2010	05/31/2015	\$200	State Funds	UCES Staff

Strategy 2:

Professional Development - Teachers will discuss/learn new knowledge and build confidence to improve learning.

Research Cited: For standards-based reform to work there is reason to think that two additional components are necessary: 1) teachers must be provided with curriculum that is aligned with the standards and assessments; and 2) teachers must have professional development to deliver that curriculum (Whitehurst, 2002).

Activity - School Level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2015	\$0	No Funding Required	UCES Staff
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Activity - District Level PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings.	Professional Learning	08/08/2011	05/31/2015	\$0	No Funding Required	All Certified Staff

Strategy 3:

Parent involvement - Parents will be provided opportunities to become familiar with student expectations.

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A new Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- 1) Earn higher grades and test scores, and enroll in higher-level programs
- 2) Be promoted, pass their classes, and earn credits
- 3) Attend school regularly
- 4) Have better social skills, show improved behavior, and adapt well to school
- 5) Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educational Development Laboratory, 2002)

Activity - Family Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2015	\$1500	Title I Part A	UCES Staff

Activity - Extended Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the following computer programs at home to check progress and monitor growth: Studer Island, Education City, Reading Eggs, Bookflick, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2015	\$0	No Funding Required	UCES Librarian and Technology Coordinator

Activity - Parent/Teacher Conference Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2015	\$0	No Funding Required	UCES Staff

Strategy 4:

Mathematics Concepts - Students will manipulate information and/or analyze data to solve real world problems and strengthen mathematical concept knowledge.

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Research Cited: Accelerated Math software and AM Best Practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate math growth in K 12 classrooms. Numerous studies by independent researchers demonstrate that students math abilities improve with the use of these tools, and that the performance gap between various subgroups of students is substantially reduced. Accelerated Math was the first progress-monitoring tool reviewed by the National Center on Response to Intervention to be categorized as a mastery measurement tool (www.rti4success.org) and has received highest ratings in that category.

Archipelago Learning suite of research-based digital learning products, Study Island, EducationCity, Reading Eggs, Reading Eggspress, ESL ReadingSmart, ReadingMate and Northstar Learning, are designed to meet and support a wide variety of student needs in Pre-Kindergarten through Post-Secondary education. For example, Study Island is a K-12 standards based digital learning program built from state and Common Core standards. The research base addresses links between achievement or motivation and research-based strategies in assessment, student learning and teacher professional development.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2015	\$2100	State Funds	UCES Staff

Activity - Education City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students spend time working on tasks and skills sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2015	\$1200	State Funds	UCES Staff

Activity - Accelerated Math Live	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2015	\$1500	State Funds	UCES Staff

Strategy 5:

Daily Oral Word Problems - Used as a bell ringer, warm-up activity, or review in whole group or small group settings.

Research Cited: Regular skills practice improves skill retention and delivers the message to students that the skills that they are developing are important. Allowing students to build understanding over time with continuous review has proven to be an effective way to maintain skills and an understanding of critical concepts (Baratta-Lorton, 1994).

Activity - Daily Oral Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2015	\$0	No Funding Required	Classroom teachers

Goal 2: All students will become Proficient in English Language Arts

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Third, Fourth, Fifth and Sixth grade students will Demonstrate a proficiency score in English Language Arts by 05/31/2015 as measured by K-PREP.

Strategy 1:

Reading Comprehension and Responding to Higher Level Questions - The teacher will facilitate activities using higher level reading material with challenging Lexile level content. The students will read, comprehend and respond to higher level questions building speed, endurance and confidence at their grade level.

Research Cited: It's easy to think of a field of endeavor and list at least one expert. You might consider Bobby Fischer to have been the world's best chess player, Joshua Bell the best violinist, and Isaac Asimov the most prolific author. A more difficult question to answer is how did each of these individuals develop expertise in his field? Research suggests that a novice develops into an expert through an intricate process that includes the following components (Glaser, 1996; Kellogg, 2006, Shea & Paull, 1996; Wagner & Stanovich, 1996): * targeted practice in which one is engaged in developmentally appropriate activities; * real-time corrective feedback that is based one's performance; * intensive practice on a daily basis that provides results that monitor current ability; *distributed practice that provides appropriate activities over a long period of time (i.e., 5-10 years), which allows for monitoring growth towards expert performance; and * self-directed practice in an activity for times when a coach, mentor, or teacher is not available. Citation

Swartz, C., Stenner, A.J. (2008, May). From novice to expert: Applying research principles to promote literacy in the classroom. Innovation Quarterly. The Council of Chief State School Officers

Activity - Constructed Response Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2015	\$0	No Funding Required	UCES Staff

Activity - Timed Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2015	\$2600	State Funds	UCES Staff

Strategy 2:

Parent Involvement - Parents will be provided opportunities to become famaliar with student expectations.

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

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- 1) Earn higher grades and test scores, and enroll in higher-level programs
- 2) Be promoted, pass their classes, and earn credits
- 3) Attend school regularly
- 4) Have better social skills, show improved behavior, and adapt well to school
- 5) Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educational Development Laboratory, 2002)

Activity - Book Fair Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school events are planned to extend availability of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2015	\$0	No Funding Required	UCES Librarian

Activity - Summer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2015	\$0	No Funding Required	UCES Staff

Activity - Family Literacy Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents attend planned events for fun, learning and information sharing.	Parent Involvement	08/24/2010	05/31/2015	\$1500	Title I Part A	UCES Staff

Activity - Parent/Teacher Conference Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2015	\$0	No Funding Required	UCES Staff

Activity - Extended Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the following computer programs at home to check progress and monitor growth: Study Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2015	\$0	No Funding Required	UCES Librarian and Technology Coordinator

Strategy 3:

Differentiated Learning - Teachers use data from the following programs to individualize student assignments: Aimsweb, Star Reader, Early Literacy, Reading Eggs, Education City. Continuous monitoring with meaningful feedback is used to maximize growth.

Research Cited: Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum. (Hall, 2002)

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Activity - K-5 New Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2015	\$10000	State Funds	UCES Staff
Activity - Individualized Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member.	Academic Support Program	08/18/2003	05/31/2015	\$0	No Funding Required	UCES Staff
Activity - Center Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2015	\$3000	State Funds	UCES Staff

Goal 3: Increase the averaged combined reading and math K-Prep scores for elementary students from 39.8% to 69.9% in 2017

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the overall reading and math for Union Chapel Elementary from 39.8 to 45.8 by 05/31/2013 as measured by K-Prep.

Strategy 1:

Differentiated Learning - Teachers use data from the following programs to individualize student assignments: Aimsweb, Star Reader, Early Literacy, Reading Eggs, Education City. Continuous monitoring with meaningful feedback is used to maximize growth.

Research Cited: Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum. (Hall, 2002)

Activity - Center Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2017	\$3000	Title I Part A	UCES Staff

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Activity - National Geographic Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2017	\$20000	General Fund	UCES Staff

Activity - Individualized Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member	Academic Support Program	08/18/2003	05/31/2017	\$0	No Funding Required	UCES Staff

Strategy 2:

Automaticity - Differentiated, timed computation practice

Research Cited: A growing body of research shows that dramatic improvement in math achievement occurs when students develop automatic recall of math facts through appropriate practice.

Activity - Math Mania	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work with paper/pencil on a two minute timed test to achieve automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2017	\$100	District Funding	Classroom teachers to implement and principal to monitor

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is achieved.	Technology	01/11/2010	05/31/2017	\$200	State Funds	UCES Staff

Activity - Math Madness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide math tournament with a single elimination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2017	\$600	Other	UCES Staff

Strategy 3:

Mathematics Concepts - Students will manipulate information and/or analyze data to solve real world problems and strengthen mathematical concept knowledge.

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Research Cited: Accelerated Math software and AM Best Practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate math growth in K 12 classrooms. Numerous studies by independent researchers demonstrate that students math abilities improve with the use of these tools, and that the performance gap between various subgroups of students is substantially reduced. Accelerated Math was the first progress-monitoring tool reviewed by the National Center on Response to Intervention to be categorized as a mastery measurement tool (www.rti4success.org) and has received highest ratings in that category. Archipelago Learning suite of research-based digital learning products, Study Island, EducationCity, Reading Eggs, Reading Eggspress, ESL ReadingSmart, ReadingMate and Northstar Learning, are designed to meet and support a wide variety of student needs in Pre-Kindergarten through Post-Secondary education. For example, Study Island is a K-12 standards based digital learning program built from state and Common Core standards. The research base addresses links between achievement or motivation and research-based strategies in assessment, student learning and teacher professional development.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on individualized grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2017	\$2100	State Funds	UCES Staff
Activity - Education City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students spend time working on tasks and skill sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2017	\$1200	State Funds	UCES Staff
Activity - Accelerated Math Live	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2017	\$1500	State Funds	UCES Staff

Strategy 4:

Professional Development - Teachers will discuss/learn new knowledge and build confidence to improve student learning.

Research Cited: For standards-based reform to work there is reason to think that two additional components are necessary: 1) teachers must be provided with curriculum that is aligned with the standards and assessments; and 2) teachers must have professional development to deliver that curriculum (Whitehurst, 2002).

Activity - District Level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings and release day curriculum planning meetings.	Professional Learning	08/08/2011	05/31/2017	\$2000	Title I Part A	All Certified Staff
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Activity - School Level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2017	\$0	No Funding Required	UCES Staff

Strategy 5:

Reading Comprehension and Responding to Higher Level Questions - The teacher will facilitate activities using higher level reading material with challenging Lexile level content. The students will read, comprehend and respond to higher level questions building speed, endurance and confidence at their grade level.

Research Cited: It's easy to think of a field of endeavor and list at least one expert. You might consider Bobby Fischer to have been the world's best chess player, Joshua Bell the best violinist, and Isaac Asimov the most prolific author. A more difficult question to answer is how did each of these individuals develop expertise in his field? Research suggests that a novice develops into an expert through an intricate process that includes the following components (Glaser, 1996; Kellogg, 2006, Shea & Paull, 1996; Wagner & Stanovich, 1996): * targeted practice in which one is engaged in developmentally appropriate activities; * real-time corrective feedback that is based one's performance; * intensive practice on a daily basis that provides results that monitor current ability; *distributed practice that provides appropriate activities over a long period of time (i.e., 5-10 years), which allows for monitoring growth towards expert performance; and * self-directed practice in an activity for times when a coach, mentor, or teacher is not available. Citation Swartz, C., Stenner, A.J. (2008, May). From novice to expert: Applying research principles to promote literacy in the classroom. Innovation Quarterly. The Council of Chief State School Officers

Activity - Constructed Response Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2017	\$0	No Funding Required	UCES Staff

Activity - Timed Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2017	\$2600	State Funds	UCES Staff
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Strategy 6:

Parent involvement - Parents will be provided opportunities to become familiar with student expectations

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A new Wave of Evidence, a report from Southwest Educational Development Laboratory (2002). The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: 1) Earn higher grades and test scores, and enroll in higher-level programs 2) Be promoted, pass their classes, and earn credits 3) Attend school regularly 4) Have better social skills, show improved behavior, and adapt well to school 5) Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educational Development Laboratory, 2002)

Activity - Extended Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the following computer programs at home to check progress and monitor growth: Studey Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2017	\$0	No Funding Required	UCES Librarian, Technology Coordinator, Classroom teachers

Activity - Book Fair Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school events are planned to extend availability of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2017	\$0	No Funding Required	UCES Librarian

Activity - Family Literacy/Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2017	\$1500	Title I Part A	UCES Staff

Activity - Summer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2017	\$0	No Funding Required	UCES Librarian

Activity - Parent/Teacher Conference Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2017	\$0	No Funding Required	UCES Staff
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Strategy 7:

Daily Oral Word Problems - Used as a bell ringer, warm-up activity, or review in whole group or in small group setting.

Research Cited: Regular skills practice improves skill retention and delivers the message to students that the skills that they are developing are important. Allowing students to build understanding over time with continuous review has proven to be an effective way to maintain skills and an understanding of critical concepts (Baratta-Lorton, 1994).

Activity - Daily Oral Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2017	\$0	No Funding Required	Classroom teachers

Goal 4: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 36% in 2012 to 68% in 2013

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% to 68% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Targeted Assistance - Use data to target specific student weaknesses. Provide targeted interventions to reduce individual student weaknesses. Monitor progress and make modifications as needed.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be used to identify individual weak areas. Students will be assigned specific Study Island tasks to address the areas of weakness and improve student performance. Student progress will be monitored.	Technology	01/14/2013	05/31/2017	\$2100	State Funds	UCES Staff

Goal 5: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___% by 2015.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

Demonstrate a behavior to achieve highly effective principal by 06/30/2015 as measured by the Principal Professional Growth and Evaluation System.

Strategy 1:

Principal's PGES - Union Chapel Elementary principal will attend state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal will implement performance standards of the PGES to become highly effective. Principal will document and keep evidence as required by PGES.

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Union Chapel Elementary School principal will implement performance standards of the PGES to become highly effective. She will document and keep evidence as required by PGES.	Other	05/01/2013	06/30/2015	\$0	No Funding Required	Union Chapel Elementary School principal

Activity - Principal's PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Union Chapel Elementary School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	Other	Union Chapel Elementary School principal

Measurable Objective 2:

Demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by TPGES.

Strategy 1:

CIITS - Teachers will incorporate the use of CIITS into developing curriculum maps, lesson planning, assessments, and reports to impact highly effective classroom teaching and learning.

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/08/2012	06/30/2015	\$1800	Race to the Top	Teachers, Principal, District CIITS Manager

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Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	08/08/2012	06/30/2015	\$1800	Race to the Top	District CIITS Manager, District PD Coordinator, School CIITS Manager, Principal, Teachers

Strategy 2:

TPGES Training - Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards. Teachers will implement PGES highly effective teachers standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers gain new knowledge about TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Other	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers and principal

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal will evaluate and provide guidance and support to teachers to become highly effective educators.	Other	05/01/2013	06/30/2015	\$0	No Funding Required	Principal

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	No Funding Required	All teachers, principals, District PGES Coordinator, District PD Coordinator.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Mania	Students work with paper/pencil on a two minute timed test to achieve automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2015	\$100	Classroom teachers to implement and Principal to monitor
Math Mania	Students work with paper/pencil on a two minute timed test to achieve automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2017	\$100	Classroom teachers to implement and principal to monitor
Total					\$200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Classroom	Students and parents can access the following computer programs at home to check progress and monitor growth: Studey Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2015	\$0	UCES Librarian and Technology Coordinator
Evaluating and Guiding Teachers to be Highly Effective	The school principal will evaluate and provide guidance and support to teachers to become highly effective educators.	Other	05/01/2013	06/30/2015	\$0	Principal
Daily Oral Math	Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2017	\$0	Classroom teachers
Parent/Teacher Conference Night	Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2015	\$0	UCES Staff
School Level PLC Meetings	School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2017	\$0	UCES Staff

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District Level PLC	Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings.	Professional Learning	08/08/2011	05/31/2015	\$0	All Certified Staff
Constructed Response Activity	ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2017	\$0	UCES Staff
Individualized Reading	Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member	Academic Support Program	08/18/2003	05/31/2017	\$0	UCES Staff
Parent/Teacher Conference Night	Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2017	\$0	UCES Staff
Book Fair Event	Before and after school events are planned to extend availability of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2017	\$0	UCES Librarian
Daily Oral Math	Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2015	\$0	Classroom teachers
Extended Classroom	Students and parents can access the following computer programs at home to check progress and monitor growth: Study Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2015	\$0	UCES Librarian and Technology Coordinator
School Level PLC	School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2015	\$0	UCES Staff
Highly Effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	05/01/2013	06/30/2015	\$0	All teachers, principals, District PGES Coordinator, District PD Coordinator.
Summer Reading	Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2017	\$0	UCES Librarian
Highly Effective Teacher Practices	As teachers gain new knowledge about TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Other	05/01/2013	06/30/2015	\$0	All teachers and principal
Extended Classroom	Students and parents can access the following computer programs at home to check progress and monitor growth: Studey Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2017	\$0	UCES Librarian, Technology Coordinador, Classroom teachers

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Parent/Teacher Conference Night	Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2015	\$0	UCES Staff
Book Fair Event	Before and after school events are planned to extend availability of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2015	\$0	UCES Librarian
Individualized Reading	Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member.	Academic Support Program	08/18/2003	05/31/2015	\$0	UCES Staff
Highly Effective Principal Practices	Union Chapel Elementary School principal will implement performance standards of the PGES to become highly effective. She will document and keep evidence as required by PGES.	Other	05/01/2013	06/30/2015	\$0	Union Chapel Elementary School principal
Constructed Response Activity	ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2015	\$0	UCES Staff
Summer Reading	Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2015	\$0	UCES Staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
National Geographic Reading Series	Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2017	\$20000	UCES Staff
Total					\$20000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Implementation	Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction.	Academic Support Program	08/08/2012	06/30/2015	\$1800	Teachers, Principal, District CIITS Manager

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CIITS Training	Teachers will utilize CIITS formal on-line webinars and/or attend school/district face to face training during the school day, after school, PLCs, or professional development provided by CIITS school /district manager/curriculum leads/principals to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning.	Professional Learning	08/08/2012	06/30/2015	\$1800	District CIITS Manager, District PD Coordinator, School CIITS Manager, Principal, Teachers
Total					\$3600	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Madness	A school-wide math tournament with a single elimination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2017	\$600	UCES Staff
Principal's PGES Trainings	Union Chapel Elementary School principal will attend state or GRREC Effective Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	05/01/2013	06/30/2015	\$250	Union Chapel Elementary School principal
Math Madness	A school-wide math tournament with a single elimination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2015	\$600	UCES Staff
Total					\$1450	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students work on grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2015	\$2100	UCES Staff
Timed Practice	Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2017	\$2600	UCES Staff
Accelerated Math Live	Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2015	\$1500	UCES Staff

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Accelerated Math Live	Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2017	\$1500	UCES Staff
Center Time	Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2015	\$3000	UCES Staff
K-5 New Reading Series	Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2015	\$10000	UCES Staff
Study Island	Students work on individualized grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2017	\$2100	UCES Staff
Math Facts in a Flash	Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is achieved.	Technology	01/11/2010	05/31/2017	\$200	UCES Staff
Education City	Students spend time working on tasks and skill sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2017	\$1200	UCES Staff
Math Facts in a Flash	Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is achieved.	Technology	01/11/2010	05/31/2015	\$200	UCES Staff
Study Island	Data will be used to identify individual weak areas. Students will be assigned specific Study Island tasks to address the areas of weakness and improve student performance. Student progress will be monitored.	Technology	01/14/2013	05/31/2017	\$2100	UCES Staff
Education City	Students spend time working on tasks and skills sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2015	\$1200	UCES Staff
Timed Practice	Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2015	\$2600	UCES Staff
Total					\$30300	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District Level PLC Meetings	Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings and release day curriculum planning meetings.	Professional Learning	08/08/2011	05/31/2017	\$2000	All Certified Staff
Family Literacy/Math Nights	Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2017	\$1500	UCES Staff

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Center Time	Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2017	\$3000	UCES Staff
Family Literacy Events	Students and parents attend planned events for fun, learning and information sharing.	Parent Involvement	08/24/2010	05/31/2015	\$1500	UCES Staff
Family Math Nights	Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2015	\$1500	UCES Staff
Total					\$9500	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	CIITS Implementation	In Progress	On February 15, 2013, Union Chapel Elementary School teachers watched a PD 360 video and completed a reflection. Each teacher entered a minimum of one assessment in CIITS as evidenced by CIITS/PD360 records.	April 15, 2013	Michael A Ford
Activity	CIITS Training	In Progress	Feb. 15, 2013, teachers participated in CIITS assessment building and PD 360 District training as evidenced by teacher reflections and district/school sign-in records.	April 15, 2013	Michael A Ford