Comprehensive School Improvement

Plan

Jamestown Elementary School

Russell County

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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 2014. 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.

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?

Jamestown Elementary School is one of three elementary schools located in Russell County. JES is found in the southern end of the county and serves 538 students in preschool through 5th grade. At the end of last school year, several changes occured in our demographics. Our district closed Union Chapel Elementary, sending approximately 60% of their student poplulation to our school. Another change was the opening of the Russell County 6th Grade Center located at the Russell County ANC Complex. This caused a shift in our students and teachers. During the transition, we lost 2 of our teachers, but gained 3 teachers from Union Chapel. JES warmly welcomed all new students and teachers and began a united educational journey.

At JES, our instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on the academic skills found in the Common Core Standards. Teachers are carefully selected and spend countless hours honing their professional skills through school, district, and state trainings that provide growth opportunities to develop their craft. The staff at JES promote student success through motivating each child to build on his or her skills, talents, and imagination. Wisdom, character development, and understanding are also nurtured as we challenge students to learn respect for self and others through our character counts program.

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.

The mission of Jamestown Elementary School is to advance our overall academic and social performance to a proficient level. Students are motivated academically through personal, social, and academic goals.

At JES, we provide afterschool services Monday through Thursday every week. During afterschool we offer free healthy snacks, small group instruction, learning labs, reading and math enrichment, physical fitness activities, and art & drama opportunities.

This year we have initiated the LEADER IN ME program at our school. This program builds leadership skills in our students and teaches them 7 Habits to becoming a self-confident, responsible, goal-oriented, life-long learner. The LEADER IN ME program also enlists the support of parents and the community.

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.

For the 2012-2013 school year, Jamestown Elementary had an overall score of 61.9, which ranks us in the 67th percentile, and also gives us a rating as a Needs Improvement school.

Over the past three years, we have continued to make reductions in novice in both math and reading with our general education population. However, we plan to focus specifically on the special needs population at our school to reduce the gaps in achievement.

Looking forward to the next three years, we would like to continue decreasing novice and apprentice, pushing all students toward proficient and distinguished in all content areas.

Additional Information

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

We feel that the implementation of the "Leader in Me" program will make a huge impact on the culture of our school. This program is founded on the principals of the "7 Habits of Highly Effective People" which has been translated to meet the needs of elementary schools. Students learn basic skills on how to set goals and priorities, manage their time, work well with others, all with a healthy balance of intrensic motivation and self-fulfillment. There is also a large component on building leadership within our students. The "Leader in Me" program has and will continue to improve our overall school climate and build on the successes of our students and staff.

JES Comprehensive School Improvement Plan

Overview

Plan Name

JES Comprehensive School Improvement Plan

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 for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 4 Activities: 17	Organizational	$11045
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 2 Activities: 13	Organizational	$73870
3	To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	$1800
4	Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___% by 2015. Percentage to be computed after baseline is set.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	$8350
5	JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$7500

Goal 1: Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% 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 Jamestown Elementary from 49.2 to 54.3 by 05/17/2013 as measured by K-Prep.

Strategy 1:

Building Math Fluency - Students will build fluency and memorization of basic facts.

Research Cited: All activites used to develop mastery and quick recall of basic math facts are evidence based.

Activity - EKU Daily Math Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take daily individualized assessments to build fluency.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - Math Bowl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-6) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/24/2013	03/29/2013	$1800	Other	Teachers

Activity - Afterschool Math Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	01/23/2013	03/27/2013	$1500	State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program	01/10/2013	04/25/2013	$0	No Funding Required	Principal Teachers RTI Staff

Strategy 2:

Problem Solving Application - Students will learn specific strategies to understand, break down problems, and apply the math skills needed to solve real world and multi-step problems.

Research Cited: Programs utilized to strengthen problem solving are researched based.

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on individualized lessons that focus on problem solving application that promote mastery in all math strands.	Academic Support Program	01/07/2013	05/17/2013	$1245	Other	Math Teachers

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	01/07/2013	05/17/2013	$1200	Other	Math Teachers

Activity - Go Math - Online	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Math Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/13/2012	05/17/2013	$500	Other	Teachers

Activity - Math Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Math Teachers

Strategy 3:

Timed Assessments in Reading - Students will practice timed assessments in reading throughout the year to maximize their pacing skills and improve reading fluency.

Research Cited: Improving reading fluency skills will increase individual lexile scores.

Activity - Quick Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students read a passage muliltiple times to improve overall fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Reading Teachers

Activity - Cold Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be given 1 minute to read an unfamilar passage to assess fluency.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Reading Teachers

Activity - Star Reading Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$1300	State Funds	Homeroom Teachers

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	01/25/2013	04/26/2013	$200	State Funds	Donnie Wilkerson

Strategy 4:

Stretch Reading Complexity Level - Students will read a variety of materials to increase their reading ability or lexile levels.

Research Cited: Reseach proves that Lexile levels are increased as students improve their fluency.

Activity - Non-Fiction Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will incorporate non-fiction reading material across content areas.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - Read Alouds/Think Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided opportunities to read aloud a variety of genres followed by open class discussion to assure understanding.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - Reading Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given individual reading goals based on their lexile levels and Star Reading Level.	Academic Support Program	01/07/2013	04/24/2013	$3300	Other	Counselor and Principal

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have access to professional learning opportunities to enhance the teaching of all content areas rooted in the Common Core Standards.	Professional Learning	01/21/2013	05/17/2013	$0	No Funding Required	Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

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 40.8% to 46.7% by 05/17/2013 as measured by K-Prep.

Strategy 1:

Focus on Free/Reduced & Special Needs Population - Teachers and staff will focus on meeting the individual needs of the students receiving free/reduced meals and the special needs students.

Research Cited: Student needs will be met through a variety of researched based programs/activities.

Activity - AIMSweb	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AIMSweb is an assessment system that provides the framework for RTI implementations and tiered instruction.	Academic Support Program	08/13/2012	04/19/2013	$2880	Other	Deana Grider

Activity - ESS/21st Century After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive additional small group instruction and reinforcement and enrichment opportunites through our after school programs.	Academic Support Program	09/10/2012	03/28/2013	$63000	Other, State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinestheic) and adjust teaching methods to meet student needs.	Direct Instruction	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - PD-RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Amanda Abell from GRREC provided a professional development training for teachers focusing on how to effectively group students in RTI to foster growth in math and reading.	Professional Learning	12/06/2012	05/17/2013	$200	Other	Beckie Godby, Deana Grider, Gina Thornton, and Erica Charlton

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Activity - Site Visit to Distinguished School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers (K-2) will visit a Distinguished school and observe for best teaching practices. Teachers will also have the opportunity to speak with teachers in their common grade level to share effective teaching strategies.	Professional Learning	01/29/2013	01/29/2013	$300	Other	Rhonda Redmon, Dana Robertson, Larimie Richardson, Junetta West

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students K-6 are rewarded and recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. Students are also recognized for their "Good Faith Effort" during state testing.	Behavioral Support Program	08/13/2012	05/17/2013	$4990	Other	Teachers, Principal

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading ability or lexile levels. The goals are individual to each student and are monitored by Star Reading/AIMSweb and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by April 24, 2013 which will be rewarded through community support.	Parent Involvement	01/07/2013	04/24/2013	$500	Other	Teachers, Principal, Counselor

Strategy 2:

Increase Teacher Effectiveness - Through a variety of professional development opportunities, curriculum planning, collaboration, and networking, teachers will have the tools needed to be more effective in the classroom.

Research Cited: Research shows that teacher effectiveness/growth increases overall student achievement.

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This pilot program will measure professional growth, self-reflection, student growth, and student voice as the main components of the new teacher evaluation system.	Professional Learning	08/13/2012	05/17/2013	$0	No Funding Required	Wayne Ackerman, Andrea Thomas, Larimie Richardson, Sherri Wall

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - Develop ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-2 to be administered each 9 weeks to measure the mastery of Common Core Standards.	Academic Support Program	08/13/2012	05/17/2013	$2000	Title I Part A	Teachers

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate with core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	$0	No Funding Required	Teachers, Principal

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers are building and using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/13/2012	05/17/2013	$0	No Funding Required	Teachers

Goal 3: To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.

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

Measurable Objective 1:

collaborate to assess and improve our school culture by 02/01/2013 as measured by through a school culture triage survey.

Strategy 1:

Provide opportunities to advance the following behaviors: professional collaboration, affiliation and collegiality, and efficacy and self-determination. - Teachers and other staff will meet regularly to plan and solve school related issues. This evidence of people working together will build unity, trust, and a sense of family.

Research Cited: The School Culture Triage survey has been administered to over 2,000 schools in Florida alone with Dr. Brenda Cunningham exploring and disseminating the research.

Activity - Professional Learning Commuities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging. | Behavioral Support Program | 08/13/2012 | 05/17/2013 | $0 | No Funding Required | Principal and Teachers |

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program	08/09/2012	05/17/2013	$0	No Funding Required	Teachers

Activity - Shared Meals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice a year faculty and staff will share a nice meal together to acknowledge and validate their dedication and commitment to the students, school and each other.	Other	08/13/2012	05/17/2013	$1800	Other	Principal

Activity - Passing the P's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators in the building will work to consistantly have: positive attitudes, pleasing personalities, passion for their profession, purpose, patience, and persistence.	Behavioral Support Program	08/13/2012	05/17/2013	$0	Other	Wayne Ackerman and Lori Loy

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on increasing proficiency in the Arts & Humanities, Practical Living/Career Studies, and Wrting Program Reviews	Academic Support Program	08/12/2013	05/16/2014	$0	No Funding Required	All Teachers

Goal 4: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___% by 2015. Percentage to be computed after baseline is set.

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

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES 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	06/30/2014	$250	Other	Principal

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES Principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	$0	No Funding Required	Principal

Measurable Objective 2:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System.

Strategy 1:

TPGES trainings - 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 Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Lynd 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	Principal Teachers District PGES Coordinator District PD Coordinator

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.	Direct Instruction	05/01/2013	06/30/2015	$0	No Funding Required	All Teachers 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 for teachers to become highly effective educators.	Policy and Process	08/06/2013	06/30/2015	$0	No Funding Required	Principals

Strategy 2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports, all to impact effective classroom teaching and learning.

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will utilize CIITS formal face-to-face training or online webinars and attend school/district training during the school day (common planning time or release time), afterschool, PLCs, or professional development provided by CIITS school or district manager, curriculum leads, or principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	08/07/2013	06/30/2015	$4050	Race to the Top	Principal CIITS School/District Manager Curriculum Leads Teachers

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/distrirct data module.	Academic Support Program	08/07/2013	06/30/2015	$4050	Race to the Top	Teachers Principal CIITS District Manager

Goal 5: JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.

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

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skill to advance to the next grade level in primary in Reading by 05/16/2014 as measured by all available assessment data related to specific grades.

Strategy 1:

Grade Level Assessments - Students will be assessed at each grade level. Preschool will take the LAP, Kindergarten will take the BRIGANCE, K-2 will take the STANFORD 10, and K-3 will take DISCOVERY ED assessments.

Research Cited: All tests given are reseached based and valid in Kentucky.

Activity - LAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students will take the LAP assessment 2 times per year to show areas of weakness and strengths for each child.	Academic Support Program	09/03/2013	05/06/2014	$500	State Funds	Preschool Teacher

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/06/2013	09/19/2013	$500	Other	Kindergarten Teachers

Activity - STANFORD 10 Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All students in grades K-2 will take the Stanford 10 assessment in the spring of 2014 to measure their growth and progress in all subject areas.	Academic Support Program	04/14/2014	04/18/2014	$1500	District Funding	K-2 Teachers

Activity - DISCOVERY ED Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-5	Academic Support Program	08/12/2013	04/18/2014	$5000	District Funding	All K-5 Teachers, RTI Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluating and Guiding Teachers to be Highly Effective	The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Policy and Process	08/06/2013	06/30/2015	$0	Principals
Common Planning	Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program	08/09/2012	05/17/2013	$0	Teachers
Cold Reads	Students will be given 1 minute to read an unfamilar passage to assess fluency.	Academic Support Program	08/13/2012	05/17/2013	$0	Reading Teachers
Differentiated Learning	Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinestheic) and adjust teaching methods to meet student needs.	Direct Instruction	08/13/2012	05/17/2013	$0	Teachers
Highly Effective Teacher Training	Teachers will participate in Lynd 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	Principal Teachers District PGES Coordinator District PD Coordinator
PD 360	Teachers will have access to professional learning opportunities to enhance the teaching of all content areas rooted in the Common Core Standards.	Professional Learning	01/21/2013	05/17/2013	$0	Teachers
Read Alouds/Think Alouds	Students are provided opportunities to read aloud a variety of genres followed by open class discussion to assure understanding.	Academic Support Program	08/13/2012	05/17/2013	$0	Teachers
Professional Learning Commuties	Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/13/2012	05/17/2013	$0	Principal and Teachers
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.	Direct Instruction	05/01/2013	06/30/2015	$0	All Teachers Principal
RTI Math	Students work in small focus groups on fluency with math facts.	Academic Support Program	01/10/2013	04/25/2013	$0	Principal Teachers RTI Staff

Non-Fiction Focus	Students will incorporate non-fiction reading material across content areas.	Academic Support Program	08/13/2012	05/17/2013	$0	Teachers
Standards Based Grading	K-2 teachers are building and using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/13/2012	05/17/2013	$0	Teachers
Go Math - Online	Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/13/2012	05/17/2013	$0	Math Teachers
Program Review	Teachers will focus on increasing proficiency in the Arts & Humanities, Practical Living/Career Studies, and Wrting Program Reviews	Academic Support Program	08/12/2013	05/16/2014	$0	All Teachers
Math Vocabulary Development	Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/13/2012	05/17/2013	$0	Math Teachers
Quick Reads	Students read a passage mulitiple times to improve overall fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$0	Reading Teachers
Professional Learning Communities	Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/17/2013	$0	Teachers
Teacher Professional Growth and Effectiveness Framework (PILOT)	This pilot program will measure professional growth, self-reflection, student growth, and student voice as the main components of the new teacher evaluation system.	Professional Learning	08/13/2012	05/17/2013	$0	Wayne Ackerman, Andrea Thomas, Larimie Richardson, Sherri Wall
Highly Effective Principal Practices	JES Principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	$0	Principal
EKU Daily Math Drills	Students take daily individualized assessments to build fluency.	Academic Support Program	08/13/2012	05/17/2013	$0	Teachers
Strengthening Assessments & Rigor	Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate with core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	$0	Teachers, Principal
KET - Teacher Network	All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/13/2012	05/17/2013	$0	Teachers
				Total	$0	

Race to the Top

Comprehensive School Improvement Plan

Jamestown Elementary School

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/distrirct data module.	Academic Support Program	08/07/2013	06/30/2015	$4050	Teachers Principal CIITS District Manager
CIITS Training	Teachers will utilize CIITS formal face-to-face training or online webinars and attend school/district training during the school day (common planning time or release time), afterschool, PLCs, or professional development provided by CIITS school or district manager, curriculum leads, or principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	08/07/2013	06/30/2015	$4050	Principal CIITS School/District Manager Curriculum Leads Teachers
				Total	$8100	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DISCOVERY ED Assessments	All students in grades K-5	Academic Support Program	08/12/2013	04/18/2014	$5000	All K-5 Teachers, RTI Coordinator
STANFORD 10 Assessment	All students in grades K-2 will take the Stanford 10 assessment in the spring of 2014 to measure their growth and progress in all subject areas.	Academic Support Program	04/14/2014	04/18/2014	$1500	K-2 Teachers
				Total	$6500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Passing the P's	Administrators in the building will work to consistantly have: positive attitudes, pleasing personalities, passion for their profession, purpose, patience, and persistence.	Behavioral Support Program	08/13/2012	05/17/2013	$0	Wayne Ackerman and Lori Loy
BRIGANCE Assessment	All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/06/2013	09/19/2013	$500	Kindergarten Teachers
AIMSweb	AIMSweb is an assessment system that provides the framework for RTI implementations and tiered instruction.	Academic Support Program	08/13/2012	04/19/2013	$2880	Deana Grider
Reward System/Motivation	All students K-6 are rewarded and recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. Students are also recognized for their "Good Faith Effort" during state testing.	Behavioral Support Program	08/13/2012	05/17/2013	$4990	Teachers, Principal

Goal Setting/Motivation	Students in grades 3-6 set reading goals to increase their reading ability or lexile levels. The goals are individual to each student and are monitored by Star Reading/AIMSweb and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by April 24, 2013 which will be rewarded through community support.	Parent Involvement	01/07/2013	04/24/2013	$500	Teachers, Principal, Counselor
Shared Meals	Twice a year faculty and staff will share a nice meal together to acknowledge and validate their dedication and commitment to the students, school and each other.	Other	08/13/2012	05/17/2013	$1800	Principal
PD-RTI	Amanda Abell from GRREC provided a professional development training for teachers focusing on how to effectively group students in RTI to foster growth in math and reading.	Professional Learning	12/06/2012	05/17/2013	$200	Beckie Godby, Deana Grider, Gina Thornton, and Erica Charlton
Reading Goals	Students are given individual reading goals based on their lexile levels and Star Reading Level.	Academic Support Program	01/07/2013	04/24/2013	$3300	Counselor and Principal
Accelerated Math	Students will work on individualized lessons that focus on problem solving application that promote mastery in all math strands.	Academic Support Program	01/07/2013	05/17/2013	$1245	Math Teachers
Star Math	Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	01/07/2013	05/17/2013	$1200	Math Teachers
Principal PGES Trainings	JES 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	06/30/2014	$250	Principal
Study Island	Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/13/2012	05/17/2013	$500	Teachers
Math Bowl	Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-6) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/24/2013	03/29/2013	$1800	Teachers
Site Visit to Distinguished School	Primary teachers (K-2) will visit a Distinguished school and observe for best teaching practices. Teachers will also have the opportunity to speak with teachers in their common grade level to share effective teaching strategies.	Professional Learning	01/29/2013	01/29/2013	$300	Rhonda Redmon, Dana Robertson, Larimie Richardson, Junetta West
ESS/21st Century After School	Students have the opportunity to receive additional small group instruction and reinforcement and enrichment opportunites through our after school programs.	Academic Support Program	09/10/2012	03/28/2013	$60000	Jan Brumley, Sherry Coffey, Lori Loy

Comprehensive School Improvement Plan

Jamestown Elementary School

			Total	$79465

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/21st Century After School	Students have the opportunity to receive additional small group instruction and reinforcement and enrichment opportunites through our after school programs.	Academic Support Program	09/10/2012	03/28/2013	$3000	Jan Brumley, Sherry Coffey, Lori Loy
Star Reading Test	Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$1300	Homeroom Teachers
Afterschool Math Labs	Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	01/23/2013	03/27/2013	$1500	ESS Coordinator Teachers ESS Teachers and Staff
LAP Assessment	Preschool students will take the LAP assessment 2 times per year to show areas of weakness and strengths for each child.	Academic Support Program	09/03/2013	05/06/2014	$500	Preschool Teacher
Test Taking Strategies	Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	01/25/2013	04/26/2013	$200	Donnie Wilkerson
				Total	$6500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Develop ELA/Math Common Assessments	Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-2 to be administered each 9 weeks to measure the mastery of Common Core Standards.	Academic Support Program	08/13/2012	05/17/2013	$2000	Teachers
				Total	$2000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Reading Goals	In Progress	Students in grades 1-5, in collaboration with teachers, will set and check reading goals throughout the year.	September 27, 2013	Ms. Lori I Loy
Activity	Math Bowl	Completed	On March 28, 2013, all students who qualified for the Super Math Bowl were assembled in the gym where parents were invited to watch as the students competed for prizes and recognition in primary and intermediate grades with basic addition/subtraction and multiplication fluency or fast fact recall.	April 15, 2013	Ms. Lori I Loy
Activity	Accelerated Math	In Progress	Students are currently utilizing the Accelerated Math program in grades 3-6. Students progress through the standards at their own individual pace with specific areas of weakness being targeted until mastery occurs. Students then move on to other common core standards.	April 15, 2013	Ms. Lori I Loy
Activity	Afterschool Math Labs	Completed	Students were referred to after school math labs to work specifically on fluency with math facts. Our Math Lab program ran 2 days per week from Monday January 28 through Wednesday March 27, 2013.	April 15, 2013	Ms. Lori I Loy
Activity	Go Math - Online	In Progress	Go Math is a researched based curriculum program that we are continuing to implement the online services in all grade levels.	September 27, 2013	Ms. Lori I Loy
Activity	RTI Math	In Progress	Students have pulled consistently all year long for small groups during RTI to focus on math fact fluency.	April 15, 2013	Ms. Lori I Loy
Activity	Star Reading Test		Students will continue to take the STAR reading test multiple times throughout the year to provide evidence of growth.	September 27, 2013	Ms. Lori I Loy
Activity	EKU Daily Math Drills	In Progress	All students in grades 2-6 are utilizing daily math drills. Data is collected by JES teachers, analyzed at EKU, and reports are sent detailing our progress with math fluency.	April 15, 2013	Ms. Lori I Loy
Activity	Star Math	In Progress	All students in grades 3-6 have been assessed multiple times throughout the school year to determine growth and grade equivalency in mathematics.	April 16, 2013	Ms. Lori I Loy
Activity	Test Taking Strategies	In Progress	Teachers and students will continue to receive test taking strategies for answering multiple choice questions.	September 27, 2013	Ms. Lori I Loy
Activity	PD-RTI	Completed	Amanda Abell came to our school in the fall of 2012 for professional development on the incorporation of RTI and other reading strategies to help regular and special education students achieve success in the classroom.	April 15, 2013	Ms. Lori I Loy
Activity	Differentiated Learning	In Progress	Teachers use gender specific research based strategies to help all students learn and be successful academically.	April 15, 2013	Ms. Lori I Loy
Activity	Strengthening Assessments & Rigor	In Progress	Teachers are continually focusing on the rigor and revising their assessments in the classroom in order to help students master the common core standards. This direct focus stems from PLC discussions, data analysis, and stardards based learning.	April 15, 2013	Ms. Lori I Loy

Activity	AIMSweb	In Progress	Students in grades K-6 are benchmarked 3 times throughout the school year (fall, winter, and spring). Assessments in reading and math are administered, data is gathered and uploaded to AIMSweb, and reports are generated for teachers and parents charting individual student progress.	April 15, 2013	Ms. Lori I Loy
Activity	Teacher Professional Growth and Effectiveness Framework (PILOT)	In Progress	Three JES teachers were a part of this TPGES pilot program. The TPGES program will be in effect for all teachers in the 2013-2014 school year.	April 15, 2013	Ms. Lori I Loy
Activity	Site Visit to Distinguished School	Not Applicable	We decided as a school to wait until the test scores are released in the fall of 2013 before we visit a high performing elementary school. At that time, we will select a high performing school with similar demographics to observe and allow time for teachers to collaborate and share ideas.	April 15, 2013	Ms. Lori I Loy
Activity	Reward System/Motivation	In Progress	Students are recognized with certificates, ribbons, and pencils at each 9 weeks awards ceremony where all parents are invited to attend. Also, our students are monitored for good faith effort during common assessments and state assessments and treated with a reward trip for their hard work and movitvation to succeed.	April 15, 2013	Ms. Lori I Loy
Activity	Goal Setting/Motivation	In Progress	All students in grades 3-6 have individual reading goals that are monitored 4 times per year by Star Reading. The intent of the reading goal program is to stretch every student's lexile level in order to improve readablilty, flunecy, and overall comprehension.	April 15, 2013	Ms. Lori I Loy
Activity	Goal Setting/Motivation	In Progress	All students in grades 3-6 have individual reading goals that are monitored 4 times per year by Star Reading. The intent of the reading goal program is to stretch every student's lexile level in order to improve readablilty, flunecy, and overall comprehension.	April 15, 2013	Ms. Lori I Loy
Activity	Professional Learning Communities	In Progress	JES teachers meet in PLCs weekly on Fridays during Character Counts. All teachers are also meeting at the district level PLCs on a quarterly basis.	April 15, 2013	Ms. Lori I Loy
Activity	Standards Based Grading	In Progress	K-2 teachers use standards based grading for their assessments and for their grade cards to report progress to parents. Much of this data is directly related to the common core assessments given each 9 weeks.	April 15, 2013	Ms. Lori I Loy
Activity	ESS/21st Century After School	In Progress	Students participate in after school where they receive homework assistance, enrichment activities, and small group instruction by grade level. Students also receive a free healthy snack and milk/juice each day.	April 15, 2013	Ms. Lori I Loy
Activity	KET - Teacher Network	In Progress	All teachers have access and are utilizing the KET teacher network for resources to enhance learning in the classroom.	April 15, 2013	Ms. Lori I Loy
Activity	Develop ELA/Math Common Assessments	Completed	All primary, ELA, and math teachers met multiple times during PLCs to develop district wide common assessments to show mastery of specific common core standards. These assessments are administered every 9 weeks.	April 15, 2013	Ms. Lori I Loy
Activity	Professional Learning Commuities	In Progress	Teachers at JES meet weekly for PLC time with their colleagues to discuss curriculum, common core standards, and plan.	April 15, 2013	Ms. Lori I Loy

Activity	Shared Meals	In Progress	JES teachers are shown appreciation for their hard work and dedicaiton throughout the year though goodie tables, potlucks, and special catered meals. During these shared times, teachers build stronger professional relationships with their colleagues.	April 15, 2013	Ms. Lori I Loy
Activity	Common Planning	In Progress	Teachers utilize the common planning time to develop lessons, assessments and track student progress.	April 15, 2013	Ms. Lori I Loy
Activity	Passing the P's	In Progress	Administrators maintain a positive rapport with students and staff and are consistently visible and actively involved daily throughout the school. Teachers and staff are always encouraged to voice any concerns they may have and make any suggestions on ways to improve our school environment.	April 15, 2013	Ms. Lori I Loy
Activity	Highly Effective Teacher Practices	In Progress	We are a pilot school for the state's implementation of TPGES.	September 27, 2013	Ms. Lori I Loy
Activity	Principal PGES Trainings	In Progress	Principal is meeting with teachers during PLC's and planning time to clarify all purposes of PGES.	September 27, 2013	Ms. Lori I Loy
Activity	Principal PGES Trainings	In Progress	Principal is meeting with teachers during PLC's and planning time to clarify all purposes of PGES.	September 27, 2013	Ms. Lori I Loy
Activity	CIITS Training	In Progress	February 15, 2013, Jamestown Elementary teachers participated in district wide PD 360 and CIITS assessment building training as evidenced by district/school sign-ins.	April 15, 2013	Michael A Ford
Activity	CIITS Training	In Progress	Teachers at JES received introductory CIITS Lesson Planner training from the District CIITS Manager on October 2012 as evidenced by school sign-ins.	April 15, 2013	Michael A Ford
Activity	Highly Effective Teacher Training	In Progress	Selected teachers will receive PD training in TPGES and will share highly effective teaching strategies with other teachers.	September 27, 2013	Ms. Lori I Loy
Activity	CIITS Implementation	In Progress	On February 15, 2013, Jamestown 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

KDE 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?

Using the imfomation provided, Jamestown Elementary seeks to know which areas students are being successful in and what areas need to be improved. In addition, we want to know and be able to see evidence of how our current programs are yielding student growth and closing gaps.

Jamestown Elementary School K-PREP data reflects we had an overall accountability score of 61.9. This score rated us as a "Needs Improvement" school and ranks us in the 67th percentile as compared to other elementary schools in Kentucky.

Achievement
Scores are reported in percentage of students proficient or distinguished. Our school wide acheivement scores are as follows:
Reading - 48.5
Math - 42.5

Growth
The following percentages reflect the general popluation that scored in the top of their academic peer groups:

Grade	Reading	Math
4th	70%	68%
5th	60%	60%
6th	51%	72%

The following percentages reflect the portion of our special education population that scored in the top of their academic peer groups:

Grade	Reading	Math
4th	75%	100%
5th	16%	16%
6th	33%	50%

Gap
The gap data comes from a group of students identified as either free or reduced lunch, students with disabilites, African American, Hispanic, native American, and Limited English proficient. In grades 3-6, this group scored proficient or distinguished at the rate of 40.3% in Reading and 31.5% in Math.

The data does not tell us "Why" some students score low in some areas and "Why" some students students did not show growth from grade to grade. The data also does not show us how students did in comparison of multiple choice questions to constructed response questions.

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?

An area of strength we have noted is our overall student growth (within their academic peer groups). In math, 75% of all 4th grade students and 73% of all 6th grade students scored in the top of their academic peer groups. JES also showed growth in overall proficient and distinguished scores in 4th and 5th grade reading and math.

Other positive areas of growth have taken place within our community support and involvement. As evidenced in the 2013 TELL Survey, JES has made significant gains through: maintaining clear two-way communication with the community, encouraging parent involvement, and recognizing parents/guardians as influential decision makers in our school. 2013 TELL Survey results also show growth in the overall areas of school leadership and managing student conduct.

In order to sustain these strong areas, we are continually tracking student growth data through Discovery Education and nurturing the climate and culture of the school through multiple in-house surveys.

Opportunities for Improvement

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

Our areas of need are:

First

Reading - we must significantly decrease the number of students scoring novice.

To address this need we are working with identified small focus groups of students based on assessments and specific standards, after school tutoring, Saturday school, intensive interventions and progress monitoring, goal setting with children, and parent meetings. Teachers are also working on differentiated instructional strategies and meeting regularly to track student data. We are also making a concerted effort in the primary grades to strengthen phonemic awareness for all students.

Second

Improving the quality of instruction and alignment of questioning techniques and activities

Through school and district level PLC's, teachers are building professional relationships, skills, and knowledge. In addition to the PLC's, teachers are gaining curriculum and instructional backgrounds through "Go Math!" and "Journeys" reading series. Instructional focuses are also being adjusted through the data tracking of Discovery Education.

Conclusion

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

Our next steps for addressing our areas of concern will be to work closely with students to close gaps and reach their goals. We srongly believe our current school-wide goals will promote student and teacher growth which will lead to higher achievement and proficiency for all. Careful attention and close monitoring of our CSIP will ensure that we meet the goals et forth in our plan.

KDE Assurances - School

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
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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		

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	Steps are being taken to differentiate profesional development based on the needs of all teachers.	

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	In addition to school day activites, time is also offered after school and on Saturdays.	

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		

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
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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	Monitoring will also take place with our SBDM Council.	

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	Multiple meetings have been scheduled to give parents every opportunity to take part in strengthening our Parent Compact and Parent Involvement Policy.	

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		

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 and linked to our district website. (provide the website link below)	Yes		

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist 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		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators 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		

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

The stakeholders at Jamestown Elementary School are Amy Roy, Adanta; Donnie Wilkerson, classroom teacher; Roger Garner, Fruit of the Loom; Kevin Shearer, County Attorney; Kim Byrom, Lake Cumberland Properties; Jan Brumley, Family Resource Center; Lori Loy, Guidance Counselor; Deana Grider, RTI Coordinator; Lynae Riggins, Scott Russell, Pastor at Jamestown First Baptist Church; Patty Lamb, Bank of Jamestown; Ashley Hart and Stephanie Jone, parents/Jamestown Health Care Center

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.57

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
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
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
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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
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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
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 results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
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
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

	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
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
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
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.	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.	Proficient

	Statement or Question	Response	Rating
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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
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
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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.33

	Statement or Question	Response	Rating
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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	Statement or Question	Response	Rating
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 district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
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.	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.	Proficient

	Statement or Question	Response	Rating
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
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

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.83

	Statement or Question	Response	Rating
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 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	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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.	Proficient

	Statement or Question	Response	Rating
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
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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
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
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
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
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
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
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.)	Parents make active use of school 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 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

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

At JES, we feel that we are continuing to build partnerships with community leaders and businesses who will support our efforts to advance education and also increase student success. We want our parents and community members to feel comfortable and welcome in our school at all times. Strengthening our relationships with parents can only improve our students' performance. We all must be on the same team and be willing to support the efforts of our teachers and encourage our students to set their goals high and work hard to achieve greatness. Our community stakeholder partnerships are pivotal in collaborating for the best interest of our students their educational future.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.57

Communications — 3.29

Decision Making — 2.86

Advocacy — 3.33

Learning Opportunities — 2.83

Community Partnerships — 3
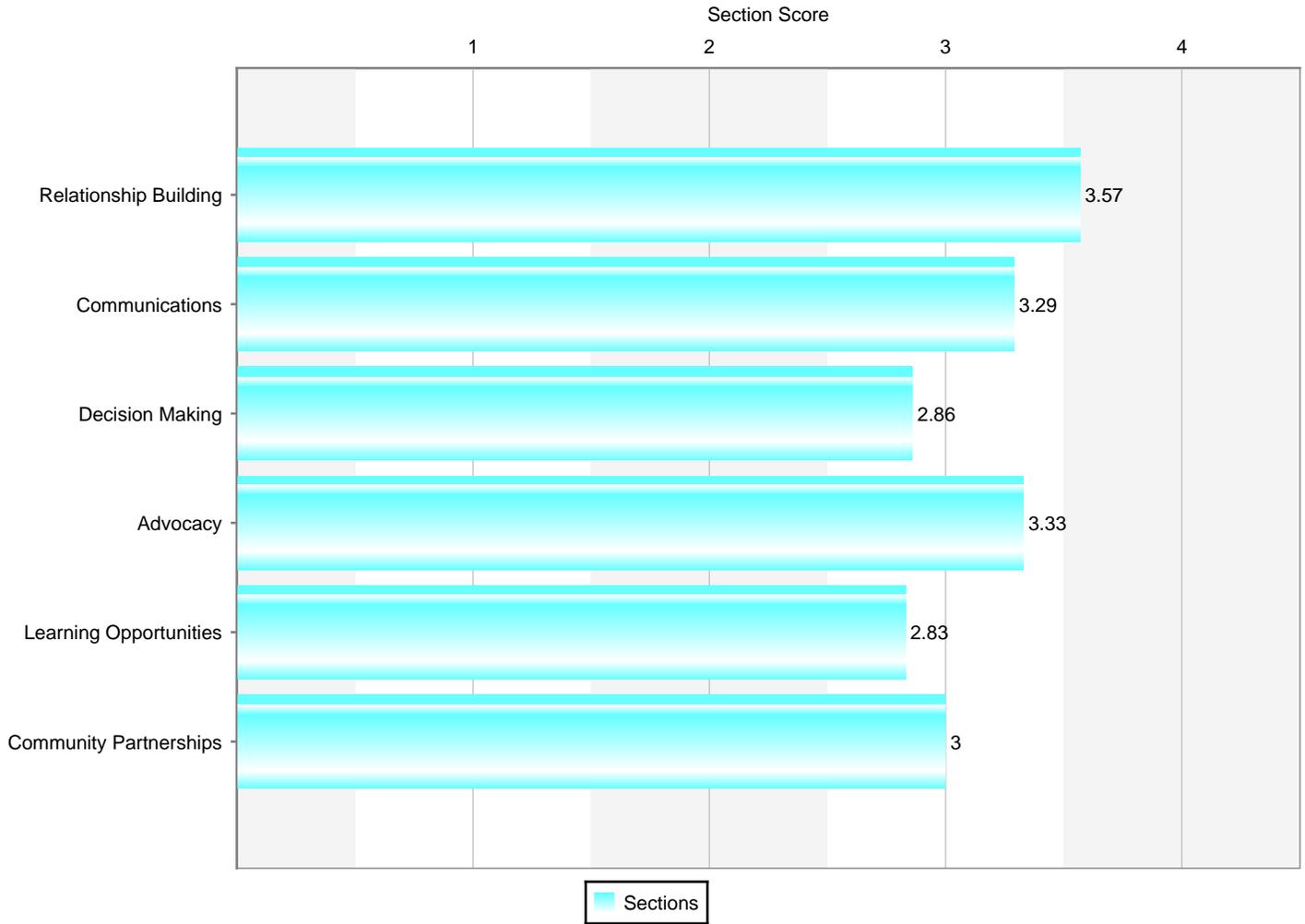
Sections

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.

At leaset two meetings each year will be scheduled to include a variety of stakeholders within our community. The purpose of the community meetings willl be to express the functions and inner workings of our school through our school-wide plan while providing community leaders an opportunity to ask questions and offer suggestions for improved collaborative efforts in raises student achievement and relationships. Stakeholders were selected based on their professional positions in regards to their connection with students and families.

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

The responsibilities of the stakeholders is to make valued suggestions for improvement based on informational data shared in the meetings that will lead to better educational opportunties for everyone involved. Representation is as follows: Tom Preston, Duo-County; Roger Garner, Fruit of the Loom; Patty Lamb, Bank of Jamestown; Kevin Shearer, County Attorney; Jennifer Edwards, Family Court Judge; Kim Byrom, Lake Cumberland Properties; Stephanie Jones, Jamestown Health Care; Ashley Hart, Jamestown Health Care; Bridgette Clark, Jamestown Headstart; Lynae Riggins, Tot's Landing Day Care; Scott Russell, Jamestown First Baptist Church.

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

All stakeholders will meet together again in the second semester to review the final improvement plan and add any new suggestions for improvement.

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

Compliance and Accountability - Elementary 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 2014. 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 TELL KY Survey results.

Goal 1:

To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.

Measurable Objective 1:

collaborate to assess and improve our school culture by 02/01/2013 as measured by through a school culture triage survey.

Strategy1:

Provide opportunities to advance the following behaviors: professional collaboration, affiliation and collegiality, and efficacy and self-determination. - Teachers and other staff will meet regularly to plan and solve school related issues. This evidence of people working together will build unity, trust, and a sense of family.

Research Cited: The School Culture Triage survey has been administered to over 2,000 schools in Florida alone with Dr. Brenda Cunningham exploring and disseminating the research.

Activity - Shared Meals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice a year faculty and staff will share a nice meal together to acknowledge and validate their dedication and commitment to the students, school and each other.	Other	08/13/2012	05/17/2013	$1800 - Other	Principal

Activity - Passing the P's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators in the building will work to consistantly have: positive attitudes, pleasing personalities, passion for their profession, purpose, patience, and persistence.	Behavioral Support Program	08/13/2012	05/17/2013	$0 - Other	Wayne Ackerman and Lori Loy

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program	08/09/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Professional Learning Commuities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Principal and Teachers

Goal 2:

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

Percentage to be computed after baseline is set.

Measurable Objective 1:

demonstrate a behavior to achieve highly effective teachers by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System.

Strategy1:

TPGES trainings - 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.

Research Cited:

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

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Policy and Process	08/06/2013	06/30/2015	$0 - No Funding Required	Principals

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lynd 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	Principal Teachers District PGES Coordinator District PD Coordinator

Strategy2:

CIITS - Teachers will incorporate the use of CIITS to develop curriculum maps, unit and lesson plans, assessments, and reports, all to impact effective classroom teaching and learning.

Research Cited:

Activity - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS formal face-to-face training or online webinars and attend school/district training during the school day (common planning time or release time), afterschool, PLCs, or professional development provided by CIITS school or district manager, curriculum leads, or principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	08/07/2013	06/30/2015	$4050 - Race to the Top	Principal CIITS School/District Manager Curriculum Leads Teachers

Activity - CIITS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement curriculum maps, unit lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the school/distrirct data module.	Academic Support Program	08/07/2013	06/30/2015	$4050 - Race to the Top	Teachers Principal CIITS District Manager

Measurable Objective 2:

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

Strategy1:

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

Research Cited:

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES 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	06/30/2014	$250 - Other	Principal

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES Principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	05/01/2013	06/30/2015	$0 - No Funding Required	Principal

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 for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Jamestown Elementary from 49.2 to 54.3 by 05/17/2013 as measured by K-Prep.

Strategy1:

Problem Solving Application - Students will learn specific strategies to understand, break down problems, and apply the math skills needed to solve real world and multi-step problems.

Research Cited: Programs utilized to strengthen problem solving are researched based.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/13/2012	05/17/2013	$500 - Other	Teachers

Activity - Accelerated Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on individualized lessons that focus on problem solving application that promote mastery in all math strands.	Academic Support Program	01/07/2013	05/17/2013	$1245 - Other	Math Teachers

Activity - Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	01/07/2013	05/17/2013	$1200 - Other	Math Teachers

Activity - Math Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Math Teachers

Activity - Go Math - Online	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Math Teachers

Strategy2:

Building Math Fluency - Students will build fluency and memorization of basic facts.

Research Cited: All activites used to develop mastery and quick recall of basic math facts are evidence based.

Activity - EKU Daily Math Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take daily individualized assessments to build fluency.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Afterschool Math Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	01/23/2013	03/27/2013	$1500 - State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program	01/10/2013	04/25/2013	$0 - No Funding Required	Principal Teachers RTI Staff

Activity - Math Bowl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-6) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/24/2013	03/29/2013	$1800 - Other	Teachers

Strategy3:

Stretch Reading Complexity Level - Students will read a variety of materials to increase their reading ability or lexile levels.

Research Cited: Reseach proves that Lexile levels are increased as students improve their fluency.

Activity - PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have access to professional learning opportunities to enhance the teaching of all content areas rooted in the Common Core Standards.	Professional Learning	01/21/2013	05/17/2013	$0 - No Funding Required	Teachers

Activity - Non-Fiction Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will incorporate non-fiction reading material across content areas.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Read Alouds/Think Alouds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are provided opportunities to read aloud a variety of genres followed by open class discussion to assure understanding.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Reading Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are given individual reading goals based on their lexile levels and Star Reading Level.	Academic Support Program	01/07/2013	04/24/2013	$3300 - Other	Counselor and Principal

Strategy4:

Timed Assessments in Reading - Students will practice timed assessments in reading throughout the year to maximize their pacing skills and improve reading fluency.

Research Cited: Improving reading fluency skills will increase individual lexile scores.

Activity - Cold Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given 1 minute to read an unfamilar passage to assess fluency.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Reading Teachers

Activity - Quick Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read a passage mulitiple times to improve overall fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Reading Teachers

Activity - Star Reading Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/13/2012	05/17/2013	$1300 - State Funds	Homeroom Teachers

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	01/25/2013	04/26/2013	$200 - State Funds	Donnie Wilkerson

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% to 46.7% by 05/17/2013 as measured by K-Prep.

Strategy1:

Increase Teacher Effectiveness - Through a variety of professional development opportunities, curriculum planning, collaboration, and networking, teachers will have the tools needed to be more effective in the classroom.

Research Cited: Research shows that teacher effectiveness/growth increases overall student achievement.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Develop ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-2 to be administered each 9 weeks to measure the mastery of Common Core Standards.	Academic Support Program	08/13/2012	05/17/2013	$2000 - Title I Part A	Teachers

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This pilot program will measure professional growth, self-reflection, student growth, and student voice as the main components of the new teacher evaluation system.	Professional Learning	08/13/2012	05/17/2013	$0 - No Funding Required	Wayne Ackerman, Andrea Thomas, Larimie Richardson, Sherri Wall

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers are building and using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate with core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers, Principal

Strategy2:

Focus on Free/Reduced & Special Needs Population - Teachers and staff will focus on meeting the individual needs of the students receiving free/reduced meals and the special needs students.

Research Cited: Student needs will be met through a variety of researched based programs/activities.

Activity - AIMSweb	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AIMSweb is an assessment system that provides the framework for RTI implementations and tiered instruction.	Academic Support Program	08/13/2012	04/19/2013	$2880 - Other	Deana Grider

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading ability or lexile levels. The goals are individual to each student and are monitored by Star Reading/AIMSweb and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by April 24, 2013 which will be rewarded through community support.	Parent Involvement	01/07/2013	04/24/2013	$500 - Other	Teachers, Principal, Counselor

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-6 are rewarded and recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. Students are also recognized for their "Good Faith Effort" during state testing.	Behavioral Support Program	08/13/2012	05/17/2013	$4990 - Other	Teachers, Principal

Activity - ESS/21st Century After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive additional small group instruction and reinforcement and enrichment opportunites through our after school programs.	Academic Support Program	09/10/2012	03/28/2013	$3000 - State Funds $60000 - Other	Jan Brumley, Sherry Coffey, Lori Loy

Activity - PD-RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amanda Abell from GRREC provided a professional development training for teachers focusing on how to effectively group students in RTI to foster growth in math and reading.	Professional Learning	12/06/2012	05/17/2013	$200 - Other	Beckie Godby, Deana Grider, Gina Thornton, and Erica Charlton

Activity - Site Visit to Distinguished School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers (K-2) will visit a Distinguished school and observe for best teaching practices. Teachers will also have the opportunity to speak with teachers in their common grade level to share effective teaching strategies.	Professional Learning	01/29/2013	01/29/2013	$300 - Other	Rhonda Redmon, Dana Robertson, Larimie Richardson, Junetta West

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinestheic) and adjust teaching methods to meet student needs.	Direct Instruction	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

All children were screened for kindergarten readiness.

Goal 1:

JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skill to advance to the next grade level in primary in Reading by 05/16/2014 as measured by all available assessment data related to specific grades.

Strategy1:

Grade Level Assessments - Students will be assessed at each grade level. Preschool will take the LAP, Kindergarten will take the BRIGANCE, K-2 will take the STANFORD 10, and K-3 will take DISCOVERY ED assessments.

Research Cited: All tests given are reseached based and valid in Kentucky.

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/06/2013	09/19/2013	$500 - Other	Kindergarten Teachers

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

Goal 1:

JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skill to advance to the next grade level in primary in Reading by 05/16/2014 as measured by all available assessment data related to specific grades.

Strategy1:

Grade Level Assessments - Students will be assessed at each grade level. Preschool will take the LAP, Kindergarten will take the BRIGANCE, K-2 will take the STANFORD 10, and K-3 will take DISCOVERY ED assessments.

Research Cited: All tests given are reseached based and valid in Kentucky.

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/06/2013	09/19/2013	$500 - Other	Kindergarten Teachers

Activity - LAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students will take the LAP assessment 2 times per year to show areas of weakness and strengths for each child.	Academic Support Program	09/03/2013	05/06/2014	$500 - State Funds	Preschool Teacher

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

Goal 1:

JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skill to advance to the next grade level in primary in Reading by 05/16/2014 as measured by all available assessment data related to specific grades.

Strategy1:

Grade Level Assessments - Students will be assessed at each grade level. Preschool will take the LAP, Kindergarten will take the BRIGANCE, K-2 will take the STANFORD 10, and K-3 will take DISCOVERY ED assessments.

Research Cited: All tests given are reseached Based and valid in Kentucky.

Activity - DISCOVERY ED Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5	Academic Support Program	08/12/2013	04/18/2014	$5000 - District Funding	All K-5 Teachers, RTI Coordinator

Activity - STANFORD 10 Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2014 to measure their growth and progress in all subject areas.	Academic Support Program	04/14/2014	04/18/2014	$1500 - District Funding	K-2 Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.8% to 46.7% by 05/17/2013 as measured by K-Prep.

Strategy1:

Increase Teacher Effectiveness - Through a variety of professional development opportunities, curriculum planning, collaboration, and networking, teachers will have the tools needed to be more effective in the classroom.

Research Cited: Research shows that teacher effectiveness/growth increases overall student achievement.

Activity - Develop ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-2 to be administered each 9 weeks to measure the mastery of Common Core Standards.	Academic Support Program	08/13/2012	05/17/2013	$2000 - Title I Part A	Teachers

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate with core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers, Principal

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers are building and using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This pilot program will measure professional growth, self-reflection, student growth, and student voice as the main components of the new teacher evaluation system.	Professional Learning	08/13/2012	05/17/2013	$0 - No Funding Required	Wayne Ackerman, Andrea Thomas, Larimie Richardson, Sherri Wall

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Strategy2:

Focus on Free/Reduced & Special Needs Population - Teachers and staff will focus on meeting the individual needs of the students receiving free/reduced meals and the special needs students.

Research Cited: Student needs will be met through a variety of researched based programs/activities.

Activity - ESS/21st Century After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive additional small group instruction and reinforcement and enrichment opportunites through our after school programs.	Academic Support Program	09/10/2012	03/28/2013	$60000 - Other $3000 - State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Site Visit to Distinguished School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers (K-2) will visit a Distinguished school and observe for best teaching practices. Teachers will also have the opportunity to speak with teachers in their common grade level to share effective teaching strategies.	Professional Learning	01/29/2013	01/29/2013	$300 - Other	Rhonda Redmon, Dana Robertson, Larimie Richardson, Junetta West

Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - PD-RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Amanda Abell from GRREC provided a professional development training for teachers focusing on how to effectively group students in RTI to foster growth in math and reading.	Professional Learning	12/06/2012	05/17/2013	$200 - Other	Beckie Godby, Deana Grider, Gina Thornton, and Erica Charlton

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Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinestheic) and adjust teaching methods to meet student needs.	Direct Instruction	08/13/2012	05/17/2013	$0 - No Funding Required	Teachers

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading ability or lexile levels. The goals are individual to each student and are monitored by Star Reading/AIMSweb and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by April 24, 2013 which will be rewarded through community support.	Parent Involvement	01/07/2013	04/24/2013	$500 - Other	Teachers, Principal, Counselor

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

Goal 1:

To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.

Measurable Objective 1:

collaborate to assess and improve our school culture by 02/01/2013 as measured by through a school culture triage survey.

Strategy1:

Provide opportunities to advance the following behaviors: professional collaboration, affiliation and collegiality, and efficacy and self-

determination. - Teachers and other staff will meet regularly to plan and solve school related issues. This evidence of people working

together will build unity, trust, and a sense of family.

Research Cited: The School Culture Triage survey has been administered to over 2,000 schools in Florida alone with Dr. Brenda

Cunningham exploring and disseminating the research.

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on increasing proficiency in the Arts & Humanities, Practical Living/Career Studies, and Wrting Program Reviews	Academic Support Program	08/12/2013	05/16/2014	$0 - No Funding Required	All Teachers