



Comprehensive School Improvement Plan

Salem Elementary School
Russell County

Terry Grider, Principal
1409 S Hwy 76
Russell Springs, KY 42642

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

2013-2014 Salem Elementary Plan for Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017..... 11

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. 15

Goal 3: Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%... 17

Goal 4: Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%..... 19

Goal 5: Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading. 21

Goal 6: Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten. . 23

Goal 7: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015..... 25

Goal 8: Decrease the novice percentage of male learners from 56.5% to 53.5% in math. 26

Goal 9: Local assessment data will be made available in a timely manner to impact instructional practices. 27

Goal 10: Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%..... 28

Activity Summary by Funding Source 31

Progress Notes 42

KDE Needs Assessment

Introduction 52

Data Analysis 53

Areas of Strengths 54

Opportunities for Improvement 55

Conclusion 56

KDE Assurances - School

Introduction 58

Assurances 59

Title I Schoolwide Diagnostic

Introduction 65

Component 1: Comprehensive Needs Assessment 66

Component 2: Schoolwide Reform Strategies 74

Component 3: Instruction By Highly Qualified Teachers and Paraeducators 87

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals 89

Component 5: Strategies to Attract Highly Qualified Teachers 94

Component 6: Parent Involvement 96

Component 7: Transition to Kindergarten 98

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 101

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 107

Component 10: Coordination and Integration of Programs..... 127

The Missing Piece

Introduction..... 136

Stakeholders..... 137

Relationship Building..... 138

Communications..... 139

Decision Making..... 141

Advocacy..... 143

Learning Opportunities..... 144

Community Partnerships..... 146

Reflection..... 147

Report Summary..... 148

Improvement Plan Stakeholder Involvement

Introduction..... 150

Improvement Planning Process..... 151

School Safety Diagnostic

Introduction..... 153

School Safety Requirements..... 154

Compliance and Accountability - Elementary Schools

Introduction 157

Planning and Accountability Requirements 158

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?

Salem Elementary School is located in Russell Springs, KY. Salem is a rural community in eastern Russell County outside of the city of Russell Springs. Salem Elementary is surrounded by a supportive community of parents, businesses and stakeholders. Salem Elementary has an enrollment of 318 students. Beginning the 2013-2014 school year, Salem Elementary went from a Pre-school - 6th grade center to a Pre-school - 5th grade center. The grade range now at Salem Elementary is Pre-School - 5th grade. SES is a Title 1 Schoolwide school. SES has experienced a huge change within the last three years. Due to lack of funding and numerous budget cuts, the SES staff has lost many certified and classified positions. This has been a challenge to the students and staff. The current Salem Elementary faculty and staff has pulled together to make up for the loss of positions within the school. Another challenge facing Salem Elementary in recent years is the increased number of students being raised by grandparents due to parents being unable to care for their children. Our students come to us with both academic and social needs. Salem Elementary strives to meet both the academic and social needs of our students. Currently, 54% of our students receive free or reduced lunch and 8% of our students receive special education services, 3% are speech only and 5% being just special education. Salem Elementary has two classrooms per grade. We have self-contained classrooms in kindergarten and first grade. Second grade through fifth grade classrooms departmentalize. This allows our students to have an equal amount of time in content areas with highly qualified teachers that can focus on specific content standards. Students in all grades are challenged with a rigorous curriculum. Each grade's curriculum contains English/Language Arts, Mathematics, Writing, Science, and Social Studies. Salem Elementary functions as a team. Everyone is in the game at SES. Our instruction begins immediately with everyone in the school teaching reading. The schedule reflects the librarian and gym teacher working with intervention groups as soon as school begins. The team concept allows teachers to foster relationships with students to guide them to reach their potential. Salem Elementary has a very rigorous RTI program in place. While the state recommends that the 10% and below be targeted for RTI, we target the 25% and below to receive Response to Intervention. This reaches students far above the 10%. We have one full time guidance counselor, a library/media specialist, a physical education teacher, and Family Resource Center. Salem Elementary School's Plan reflects strategies that address our priority needs and accomplish our goals to improve student achievement. It includes strategies such as effective professional development, collaboration with various educational cooperatives and purchasing materials to help improve reading and math for ALL students. SES partners with several businesses in the community to provide students with a variety of learning opportunities. The school receives great community and parental support. Salem Elementary looks for ways to improve and make our school and students stronger on a daily basis. The school community of SES is highly committed to the achievement of the school's improvement goals in the 2013-2014 CSIP.

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.

Salem Elementary is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' everyday and creating a culture of high expectations. This year SES has become a Leader In Me School in which we are working together with SBDM, parents, community stakeholders, staff, and students to help create this vision leadership for our school. The mission of Salem Elementary School is preparing today's student leaders for tomorrow's world. Currently the students have collaborated with the faculty to create individual classroom mission statements. This has allowed our students to have a voice in creating expectations that will create success for them. Also, this partnership between the faculty and students is creating a shared responsibility in which the students have an integral part in leading their educational achievements. It is an ongoing process that we began to take our students down the road into creating a personal missions statement in which they will begin to set goals for themselves that they can proud in achieving. This year our focus is to help students understand their own worth and value through various leadership activities as well as the educational learning environment where hard work is the norm.

Through becoming a Leader In Me school Salem is teaching and living the 7 Habits of Healthy Kids. This is supporting our focus to create a learning environment that fosters academic, emotional, and social growth. It is our belief that students need to experience achievement in these areas regardless of their background to know that they are important and can be a successful learner. All students participate in classrooms where rigorous instruction is present through standards based programs such as GO Math! and Journeys Reading. The curriculum is guided by the researched based programs but along with that, Salem implements other academic strategies. For example, we have a RTI program in place that targets those students who are struggling in math and reading as well as various computer based programs that serve as a support to our students. Also, Salem has a peer tutoring program in place where our high achieving students are given the opportunity to challenge each other as well as collaborate with those that can learn from them. At Salem it is always about pushing our students to reach their potential even if they don't see it and sometimes that can come through working with school age peers. Additionally, our afterschool program is offering a variety of activities to enrich the students interests and abilities. For example, the science club is being led by a high school Biology teacher who is presenting and engaging our students in hands on science labs that extends what goes on inside the regular classroom. Salem also has clubs for those students to find skills that they can excel in besides academic. The Karate class, led by a certified instructor, and 4-H club, that is focusing on cooking/art skills are offered to our students. These programs allow our students to experience success in a completely different atmosphere and with a completely different curriculum.

At Salem we believe that students have a right to a quality education with rigorous learning opportunities and that students, educators, families, businesses, and the community share in the responsibility for creating an environment in which students can learn and succeed. Learning is a lifelong process and at Salem Elementary all children can achieve at high levels and are all staff committed to providing interventions and enrichment to enable all students to reach their potential.

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.

Salem Elementary scored in the 65th percentile of all elementary schools in the state of Kentucky. Although we did drop from a Proficient School to a Needs Improvement School there is still a lot to be proud of. SES was recognized as a Honorable Mention school based on the TELL survey results and as one of the top 50 schools in the state. Also, our school obtained the highest achievement scores in the district. However, Salem Elementary's goal still remains to increase our over-all score each year. We are focusing on increasing proficiency among students who qualify for free and reduced lunch AND decrease the percentage of female and male students scoring novice in both Reading and Math. Salem Elementary fields a competitive academic team and quick response team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents our school each year at the Governor's Cup. In the springs of 2013, the county wide spelling bee winner was a 6th grade student at Salem Elementary. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Our students participate in 4-H speech contests, demonstration contests, and poetry writing contests. Many blue ribbons and grand champions are from Salem Elementary each year. For the last three years, some Salem Elementary students have participated in plays at the Russell County Auditorium/Natatorium Complex. Students participating in the plays practice after-school and perform the play for students across the county at the ANC. Salem Elementary has a Y-Club. For the last few years we have attended KUNA (Kentucky United Nations Assembly) in Louisville at the Galt House. While at KUNA, Salem elementary students represent a country that they have chosen. They have to research the needs of the country, make costumes to reflect the native attire, build a display that represents the country, and debate bills they have written. Salem Elementary has always been recognized at KUNA for Outstanding Speaker Awards, Best Display, and Over-All Country. SES has received the District High Attendance Day Award on numerous occasions. Salem Elementary is very proud of all of its notable achievements.

Areas of Improvements:

Over the next three years Salem Elementary plans to see growth in student achievement. Making the change to the new CCSS and the new KPREP Assessment has been a well met challenge. We will continue to work to increase the rigor of our instruction in order to keep pace with the challenging requirements of Common Core and KPREP. We have also set a goal to become A Leader In ME Lighthouse School. This is a three year program which we will achieve through implementing more Leader In ME activities and continuing on with The Leader In Me Program.

Additional Information

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

SES wants to foster a sense of giving to the less fortunate. SES students are involved in community service projects throughout the school year. Some of these include... St. Baldrick's Hospital: Caps for a Cure, Flip Flop drives to send to other countries, Christmas Child Shoeboxes, Food for the Needy Can Food Drives, and Covers of Love.

SES recognizes student achievement in many different ways:

Honor Roll Recognition

Perfect Attendance Recognition

Pizza Reading Incentive Awards

Leader In Me Leadership Recognition Awards

And others

SES partners with Lindsey Wilson College to welcome in student teachers and observers to our school. We partner with the Russell County High School to bring STAR students to our school. These STAR students are high achieving students from the high school that come into the classrooms to work with our students.

SES is a strong community school, many opportunities are provided throughout the year to welcome parents and community members into SES...Fall Family Fun Walk, Honor's Breakfast, Veteran's Program, Grandparents' Lunch, Christmas Program, Literacy Day with guest readers and many others. We work day to day as we are a family. One of the things SES is known for is our positive learning environment. We focus on more than just academics. Our goal is to develop the whole child. SES students, above all, feel loved and cared for.

2013-2014 Salem Elementary Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2013-2014 Salem Elementary Plan for 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 averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017. | Objectives: 1 Strategies: 5 Activities: 19 | Organizational | \$60800 |
| 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: 6 Activities: 11 | Organizational | \$7600 |
| 3 | Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%. | Objectives: 1 Strategies: 4 Activities: 8 | Organizational | \$9400 |
| 4 | Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%. | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$7500 |
| 5 | Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading. | Objectives: 1 Strategies: 4 Activities: 10 | Academic | \$29000 |
| 6 | Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten. | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$1000 |
| 7 | Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015. | Objectives: 2 Strategies: 2 Activities: 5 | Organizational | \$250 |
| 8 | Decrease the novice percentage of male learners from 56.5% to 53.5% in math | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$0 |
| 9 | Local assessment data will be made available in a timely manner to impact instructional practices. | Objectives: 1 Strategies: 1 Activities: 5 | Organizational | \$3000 |
| 10 | Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%. | Objectives: 2 Strategies: 4 Activities: 9 | Academic | \$0 |

Goal 1: Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy 1:

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

| Activity - CIITS Training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Teachers will utilize CIITS formal on-line webinars and/ or attend school/district face to face training during the school day (common planning time or release time), after school meetings, PLCs, or professional development provided by CIITS school or district manager/ curriculum leads/ principal to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning. | Professional Learning | 02/01/2013 | 05/13/2013 | \$2600 | 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/District Data module to improve and guide instruction. | Academic Support Program | 08/01/2012 | 06/30/2015 | \$2600 | Race to the Top | Teachers Principal CIITS District Manager |

Strategy 2:

Curriculum Assessment and Alignment - Teachers will meet in PLC's led by the District PLC leader to align curriculum to Common Core State Standards. Also, they will develop Common Assessments aligned with curriculum and CCSS.

| Activity - PLC Meetings | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-----------------------------|--|
| Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$1500 | Title I Part A, State Funds | Teachers Principals District PLC Leaders |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning. | Academic Support Program | 01/18/2013 | 04/01/2013 | \$0 | No Funding Required | Teachers District PLC Leaders Principals |
| Activity - Discovery Education | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$2500 | District Funding | Classroom Teachers & Curriculum Coach |

Strategy 3:

RTI/KSI - Students will receive RTI/KSI services that will focus on instructional areas of improvement in math and reading.

| Activity - RTI/KSI Reading Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| K-6 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 | No Funding Required | RTI/KSI highly qualified intervention teachers Classroom Teachers |
| Activity - RTI/KSI Math Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-6 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Math Recovery, Quarter Mile Math, and ECU Math Fact Fluency. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 | No Funding Required | RTI/KSI highly qualified intervention teacher Classroom Teachers |
| Activity - RTI Team Meetings & Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 | No Funding Required | RTI Interventionist Classroom Teacher |
| Activity - Intervention Scheduling | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---|--------------------------|------------|------------|-----|---------------------|--|
| All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 | No Funding Required | RTI Interventionist Classroom Teacher |
|---|--------------------------|------------|------------|-----|---------------------|--|

Strategy 4:

Literacy Initiative - Students, teachers, and families will be actively engaged in literacy activities that will increase reading awareness across the curriculum. Also, the literacy initiatives will focus on reading to learn as a student, classroom, and family.

| Activity - Literacy Luncheon | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--|
| Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child. | Parent Involvement | 10/05/2012 | 10/05/2012 | \$1000 | Title I Part C | Librarian Principal Classroom Teachers Classified Staff |

| Activity - Book Club | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|------------|------------|-------------------|-------------------|---|
| Students grades 3-6 enrolled in the 21st Century Afterschool Program will stay during afterschool hours once a week. They will chose a book from a pre-selected book list based on their reading level. As a group they will have to read the assigned chapters and be ready to participate in book discussions as well as complete activities based on the book. | Extra Curricular | 09/24/2012 | 04/22/2013 | \$600 | Other | 21st Century Afterschool Staff Librarian |

| Activity - Renaissance Learning ~ STAR Reading | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|----------------------|---------------------------------|
| Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents. | Academic Support Program | 08/13/2012 | 04/22/2013 | \$2400 | School Council Funds | Librarian Classroom Teachers |

| Activity - Reading Eggpress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|---|
| Reading Eggpress is a web-based program that students will be able to access at home to involve parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 | Booster Fund | Librarian Classroom Teacher Parents |

| Activity - Reading Eggs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|--|--------------------|------------|------------|--------|--------------|--|
| Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 | Booster Fund | Librarian Classroom Teacher Parents |
|--|--------------------|------------|------------|--------|--------------|--|

Strategy 5:

Math Initiative - Students will be actively engaged in math activities that will increase math awareness. Also, the math initiative will focus clear understanding of math fact fluency, problem solving, and application.

| Activity - Math March Madness | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded. | Academic Support Program | 03/01/2013 | 03/29/2013 | \$2000 | Other | Math Teachers Principal PTO |

| Activity - STAR Math | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students will be assessed through the STAR math program which will provide the teachers with each students math weaknesses. Teachers can then use these identified math strands to help develop lessons that will target these weaknesses. Also, these reports can be sent to the parents as the students are assessed. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | No Funding Required | Math Teachers |

| Activity - Math Club | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|------------|-------------------|-------------------|--|
| After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data. | Tutoring | 10/15/2012 | 04/22/2013 | \$600 | Other | 21st Century Afterschool Staff Math Teachers |

| Activity - Math Recovery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--------------------------------|
| Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$41000 | Other | Math Recovery Specialist |

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|--|--------------------|------------|------------|-----|---------------------|---|
| Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$0 | No Funding Required | Math Recovery Specialist RTI Coordinator |
|--|--------------------|------------|------------|-----|---------------------|---|

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 to the average combined reading and math proficieny ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy 1:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

| Activity - PLC (Profession Learning Community) Meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-----------------------------|---|
| Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$1500 | State Funds, Title I Part A | PLC (Professional Learning Communtiy) Leaders Classroom Teachers Principals |

| Activity - PD 360 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 | No Funding Required | Principal Classroom Teachers |

| Activity - Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards. | Direct Instruction | 08/12/2013 | 05/15/2014 | \$0 | No Funding Required | Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 | No Funding Required | Classroom Teacher RTI Interventionist |

Strategy 2:

Best Practices - Salem Elementary will determine the assignment of staff(strengths) to best serve the identified students and define the use of instructional best practices.

| Activity - SBDM | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------|
| SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught. | Direct Instruction | 06/04/2012 | 06/03/2013 | \$0 | No Funding Required | SBDM Council teachers |

Strategy 3:

Professional Development - Teachers will analyze student achievement by gap groups relative to state K-Prep and district school assessment systems.

| Activity - Test Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 | No Funding Required | Principal Classroom Teachers |

| Activity - GRECC PD | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Teachers will participate in several PD days led by GRECC Literacy Consultant. At the PD days primary teachers will be trained in deconstructing the new ELA standards, begin the process of unit/assessment building, and creating standards based report cards. Intermediate teachers will begin common unit planning and common assessments planning. | Professional Learning | 08/01/2012 | 05/13/2013 | \$0 | No Funding Required | Primary/Intermediate Teachers Principals |

Strategy 4:

Progress Monitoring - After RTI/KSI benchmarking all identified students receiving interventions are progress monitored. Progress monitoring is administered according to the tier the child is placed; Tier 1 is progress monitored once every two weeks, Tier 2 is progress monitored weekly, and Tier 3 is progress monitored bi-weekly.

| Activity - AIMS Web | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|---------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|--|--------------------------|------------|------------|--------|------------------|--|
| Students will progress monitored using the web based program AIMS Web. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$3300 | District Funding | RTI/KSI highly qualified intervention specialists Classroom Teachers |
|--|--------------------------|------------|------------|--------|------------------|--|

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|-------------------|
| Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 | District Funding | RTI Coordinators |

Strategy 5:

Cold Reads - Teachers will have access to cold reads daily to use within their classroom. Cold Reads supplemental reading passages that students have never seen before. Using Cold Reads helps strengthen reading fluency in a testing format.

| Activity - Daily Cold Reads | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students will ready Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format. | Academic Support Program | 08/13/2012 | 05/12/2014 | \$0 | No Funding Required | Classroom Teacher Intervention Specialist |

Strategy 6:

Content Area Network Leaders - Content area leaders will be responsible for attending Network Meetings, sharing information from the meetings through e-mails, copies, PLCs, and creating groups on PD 360.

| Activity - Network Leader | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------|
| Content area Network Leaders will attend Content Area Leadership Network meetings throughout the school year. This is intended to build the capacity of each district and school as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators and work toward ensuring that every student is college and career ready. Information learned will be brought back to each leader's school/district and shared with the classroom teachers so every student experiences highly effective teaching/learning and assessment practices in every classroom everyday. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$300 | Title I Part A | ELA Network Leader |

Goal 3: Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

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

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to acheive an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy 1:

Developing Common Assessments - Teachers will work together in PLC's that are content area specific to develop Common Assessments that are based on the Common Core Standards across all accountability areas.

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies. | Academic Support Program | 01/07/2013 | 03/25/2013 | \$0 | No Funding Required | PLC Committee members PLC Leaders Classroom Teachers |

Strategy 2:

Study Island - Study Island, a research web based program will be implemented as a tool for teachers and students to utiliztize in implementation and preparation for K-Prep assessment.

| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|----------------------|--------------------|
| Students will use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will recieve immediate feedback on their assessment showing them both their strengths and weaknesses. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 | School Council Funds | Classroom Teachers |

| Activity - Study Island | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|----------------------|--------------------|
| Teachers will use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 | School Council Funds | Classroom Teachers |

Strategy 3:

PD 360 - Teachers will use Common Core 360, an on-demand training source that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the standards in school.

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - PD 360 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 | No Funding Required | Classroom Teachers |

Strategy 4:

Best Practices - Teachers will implement a variety of research based best instructional practices within the classroom setting.

| Activity - Springboard | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------------|
| Students will engage in a new Language Arts/Literacy curriculum called Springboard. This curriculum is based on the Common Core Standards and provides activities at a rigorous, high level thinking. All Springboard teachers will attend professional development training in order to be certified to teach the material. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Springboard Certified Teacher |

| Activity - Go Math! Curriculum | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use the Go Math! curriculum Kindergarten through 6th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Math Teachers |

| Activity - ECU Fact Fluency | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will use the ECU Fact Fluency daily in math classrooms 2nd grade through 6th grade to improve students quick recall of math facts. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Math Teachers |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Journeys CCSS Reading Series was purchased for the 2013-2014 school year. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 | Other | Classroom Reading Teachers RTI Leads |

Goal 4: Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Comprehensive School Improvement Plan

Salem Elementary School

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

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy 1:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|-------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 | Other | RTI teachers teachers |

| Activity - RTI Reading Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKV Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Strategy 2:

Professional Development - Teachers will participate in a Professional Development day in which test scores are analyzed. They will then look at the testing data from the subgroups, in particular Free and Reduced lunch to identify those students.

| Activity - FRAA (Free Reduced Academic Awareness) Activity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---|-----------------------|------------|------------|-----|---------------------|---------------------------------|
| Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 | No Funding Required | Classroom Teachers Principal |
|---|-----------------------|------------|------------|-----|---------------------|---------------------------------|

Strategy 3:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

| Activity - Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------------|
| Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 | No Funding Required | Classroom Teachers |
| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 | State Funds | Certified Staff Members |
| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students qualifying for free and reduced lunch will recieve extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 | State Funds | Certified Staff Member |

Goal 5: Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

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

Measurable Objective 1:

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy 1:

Reading with Technology - Students will use technology to increase desire to read through activites such as Reading Eggs and Reading Eggpress.

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Eggspress | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avitars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 | Booster Fund | Librarian Classroom Teacher |
| Activity - Reading with I-Pads | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 | Other | Classroom Teacher RTI/KSI Intervention Specialists |
| Activity - Discovery Education | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students can use individual accounts to access numerous reaidng passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 | District Funding | Classroom Teachers |
| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Jouneys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 | District Funding | Classroom Reading Teachers |

Strategy 2:

High Interest Reading for Males - Librarian will purchase and have available high interest literature on topics suited for male learners.

| Activity - High Interest Literature | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|-------------------|--|
| Male learners will have available high interest literature such as magaizines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 | Other | Librarian Classroom Teachers Intervention Specialist |
| Activity - Literacy Listening Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 | Other | Librarian |
| Activity - Male Mentoring Reading Program | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---|--------------------------|------------|------------|-----|---------------------|------------|
| Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Male Staff |
|---|--------------------------|------------|------------|-----|---------------------|------------|

Strategy 3:

Including All Learners within the Classroom Setting - Teachers will use gender equity such as: popsicle sticks, boy/girl questioning techniques, tally charts, etc. to ensure that male learners are included and participating within the classroom.

| Activity - Gender Equity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learnrs. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Classroom Teachers |

Strategy 4:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Jouneys RTI | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 | Other | RTI Coordinators Classroom Teachers |

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|-------------------|--|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 | Other | RTI Coordinators Classroom Teachers |

Goal 6: Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten.

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

Measurable Objective 1:

A 5% increase of Pre-K grade students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Comprehensive School Improvement Plan

Salem Elementary School

Strategy 1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 | No Funding Required | Pre-school Teachers |

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 | No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 | Title I Part A | Kindergarten Teachers |

Strategy 2:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | No Funding Required | Interventions Specialist Classroom Teacher |

Goal 7: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015.

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

Measurable Objective 1:

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

Strategy 1:

Principal PGES - SES Principal will attend state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's 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 |
|--|-----------------------|------------|------------|-------------------|-------------------|--------------------------------|
| SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective. | Professional Learning | 05/01/2013 | 06/30/2015 | \$250 | Other | Principal and PGES Coordinator |

| Activity - Highly Effective Principal Practices | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| SES 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 | Other | Principal |

Measurable Objective 2:

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

Strategy 1:

TPGES Training - Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective TPGES standards. Teachers will implement PGES highly effective teacher 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 Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | Other | All teachers, principals, District PGES Coordinator, and District PD Coordinator |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | Other | All teachers and principal |
| Activity - Evaluating and Guiding Teachers to be Highly Effective | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| The school principal will evaluate and provide guidance and support for teachers to become highly effective educators. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | Other | Principal |

Goal 8: Decrease the novice percentage of male learners from 56.5% to 53.5% in math

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

Measurable Objective 1:

A 3% decrease of Third, Fourth and Fifth grade Male students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Strategy 1:

Using Technology with Male Learners - Male Learners in grade 3-5 will use technology to decrease the percentage of novice.

| Activity - IPADS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--|
| IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 | No Funding Required | Classroom Teachers RTI Coordinators |
| Activity - Math Whizz | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEb-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 | No Funding Required | Classroom Teachers RTI Coordinators |
| Activity - Go Math Interactive Tools | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 | No Funding Required | Classroom Math Teachers |

Strategy 2:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|--|
| RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com , and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 | No Funding Required | Classroom teachers on bus duty |
| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 | No Funding Required | RTI Coordinators Classroom Teachers |

Goal 9: Local assessment data will be made available in a timely manner to impact instructional practices.

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

Measurable Objective 1:

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy 1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 | District Funding | Classroom Teachers RTI Interventionists |
| Activity - Stanford 10 | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 | No Funding Required | Principal Counselor Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 | Other | Kindergarten Classroom Teachers |
| Activity - Discovery Education Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are. | Academic Support Program | 10/21/2013 | 05/12/2014 | \$0 | No Funding Required | Regular Education Teachers |
| Activity - PLC Meeting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed. | Academic Support Program | 09/16/2013 | 05/12/2014 | \$0 | No Funding Required | Regular Education Teachers |

Goal 10: Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%.

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

Measurable Objective 1:

A 4% decrease of Students with Disabilities students will demonstrate a proficiency in decreasing the overall novice percentage in Mathematics by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy 1:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook Six Approaches to Co-Teaching

| Activity - Station Teaching ~ Math Stations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---|--------------------------|------------|------------|-----|---------------------|---|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Regular Classroom Teacher Special Education Teachers Special Education Assistants |
|---|--------------------------|------------|------------|-----|---------------------|---|

| Activity - Station Teaching ~ Math Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 | No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 | No Funding Required | Regular Classroom Teacher Special Education Teacher Special Education Assistant |

Strategy 2:

One-on-One Math Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

| Activity - Manipulatives | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Special Education Teacher |

| Activity - Computer Programs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Special Education Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 2:

A 4% decrease of Students with Disabilities students will demonstrate a proficiency in decreasing the overall novice percentage in Reading by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy 1:

Co-Teaching Reading - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook ~ 6 Approaches to Co-Teaching

| Activity - Station Teaching ~ Literacy Centers | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Regular Education Teacher Special Education Teacher |

Strategy 2:

One-on-One Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

| Activity - Reading Fluency | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------------|
| Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | No Funding Required | Special Education Teachers |

| Activity - SRA | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---------------------------|
| Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level. | Academic Support Program | 05/16/2014 | 05/16/2014 | \$0 | No Funding Required | Special Education Teacher |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--------------------------|------------|------------|-------------------|---|
| PLC (Profession Learning Community) Meeting | Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$500 | PLC (Professional Learning Community) Leaders Classroom Teachers Principals |
| PLC Meetings | Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$500 | Teachers Principals District PLC Leaders |
| Extended Before School Services | Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will be a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 | Certified Staff Member |
| Before/After School Tutoring | Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 | Certified Staff Members |
| Total | | | | | \$5200 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------------|--|-----------------------|------------|------------|-------------------|--------------------------------|
| Principal PGES Trainings | SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective. | Professional Learning | 05/01/2013 | 06/30/2015 | \$250 | Principal and PGES Coordinator |
| Highly Effective Principal Practices | SES 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 |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|--|---|--------------------------|------------|------------|--------|--|
| Literacy Listening Centers | Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 | Librarian |
| Brigance Scores | Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 | Kindergarten Classroom Teachers |
| High Interest Literature | Male learners will have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 | Librarian Classroom Teachers Intervention Specialist |
| Journeys Fluency Daily Cold Reads | RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 | RTI Coordinators Classroom Teachers |
| Highly Effective Teacher Training | Teachers will particiapte in Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | All teachers, principals, District PGES Coordinator, and District PD Coordinator |
| Math Club | After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data. | Tutoring | 10/15/2012 | 04/22/2013 | \$600 | 21st Century Afterschool Staff Math Teachers |
| Highly Effective Teacher Practices | As teachers gain new knowledge about TPGES, they will implement highly effective TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | All teachers and principal |
| Jouneys RTI | The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 | RTI Coordinators Classroom Teachers |
| 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. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 | Principal |
| Journeys CCSS Reading Series | Journeys CCSSReading Series was purchased for the 2013-2014 school year. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 | Classroom Reading Teachers RTI Leads |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|--|---|--------------------------|------------|------------|----------------|--|
| Reading with I-Pads | In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 | Classroom Teacher RTI/KSI Intervention Specialists |
| Math March Madness | Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded. | Academic Support Program | 03/01/2013 | 03/29/2013 | \$2000 | Math Teachers Principal PTO |
| RTI Benchmarking and Progress Monitoring | Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 | RTI teachers teachers |
| Math Recovery | Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$41000 | Math Recovery Specialist |
| Book Club | Students grades 3-6 enrolled in the 21st Century Afterschool Program will stay during afterschool hours once a week. They will chose a book from a pre-selected book list based on their reading level. As a group they will have to read the assigned chapters and be ready to participate in book discussions as well as complete activities based on the book. | Extra Curricular | 09/24/2012 | 04/22/2013 | \$600 | 21st Century Afterschool Staff Librarian |
| Total | | | | | \$72750 | |

Title I Part A

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|-----------------------|------------|------------|-------------------|---|
| PLC Meetings | Teachers will meet throughout the year to align and develop curriculum/assesments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$1000 | Teachers Principals District PLC Leaders |
| PLC (Profession Learning Community) Meeting | Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$1000 | PLC (Professional Learning Communtiy) Leaders Classroom Teachers Principals |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|-----------------------------|--|--------------------------|------------|------------|---------------|-----------------------|
| Network Leader | Content area Network Leaders will attend Content Area Leadership Network meetings throughout the school year. This is intended to build the capacity of each district and school as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators and work toward ensuring that every student is college and career ready. Information learned will be brought back to each leader's school/district and shared with the classroom teachers so every student experiences highly effective teaching/learning and assessment practices in every classroom everyday. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$300 | ELA Network Leader |
| PLC Meetings ~ Kindergarten | Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 | Kindergarten Teachers |
| Total | | | | | \$3300 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------|--|--------------------------|------------|------------|-------------------|---|
| Discovery Education | Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 | RTI Coordinators |
| Benchmark Tests | Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 | Classroom Teachers RTI Interventionists |
| Discovery Education | Students can use individual accounts to access numerous reading passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 | Classroom Teachers |
| AIMS Web | Students will progress monitored using the web based program AIMS Web. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$3300 | RTI/KSI highly qualified intervention specialists Classroom Teachers |
| Discovery Education | Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$2500 | Classroom Teachers & Curriculum Coach |
| Journeys CCSS Reading Series | Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 | Classroom Reading Teachers |
| Total | | | | | \$20300 | |

Comprehensive School Improvement Plan

Salem Elementary School

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------------------|--|--------------------------|------------|------------|-------------------|--|
| RTI/KSI Reading Interventions | K-6 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 | RTI/KSI highly qualified intervention teachers Classroom Teachers |
| RTI Math Interventions | Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, Eku Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | RTI/KSI Intervention Specialists Classroom Teachers |
| Primary Institute | Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |
| Early Morning Computer Lab | RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 | Classroom teachers on bus duty |
| Stanford 10 | K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 | Principal Counselor Classroom Teachers |
| Manipulatives | Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Special Education Teacher |
| Gender Equity | Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learners. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | Classroom Teachers |
| EKU Fact Fluency | Teachers will use the Eku Fact Fluency daily in math classrooms 2nd grade through 6th grade to improve students quick recall of math facts. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | Math Teachers |
| Go Math Interactive Tools | Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 | Classroom Math Teachers |
| RTI Team Meetings & Data Analysis | The RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 | RTI Interventionist Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|-------------------------------------|--|--------------------------|------------|------------|-----|--|
| Centers | Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 | Classroom Teachers |
| Reading Interventions | Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | RTI/KSI Intervention Specialists Classroom Teachers |
| SBDM | SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught. | Direct Instruction | 06/04/2012 | 06/03/2013 | \$0 | SBDM Council teachers |
| Common Assessments | Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning. | Academic Support Program | 01/18/2013 | 04/01/2013 | \$0 | Teachers District PLC Leaders Principals |
| Math Interventions | The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | Interventions Specialist Classroom Teacher |
| Discovery Education Assessments | Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are. | Academic Support Program | 10/21/2013 | 05/12/2014 | \$0 | Regular Education Teachers |
| Station Teaching ~ Literacy Centers | Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Regular Education Teacher Special Education Teacher |
| Male Mentoring Reading Program | Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | Male Staff |
| Test Analysis | Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 | Principal Classroom Teachers |
| Intervention Scheduling | All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 | RTI Interventionist Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---|---|--------------------------|------------|------------|-----|---|
| FRAA (Free Reduced Academic Awareness) Activity | Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 | Classroom Teachers Principal |
| PD 360 | Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 | Classroom Teachers |
| Assessments | Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards. | Direct Instruction | 08/12/2013 | 05/15/2014 | \$0 | Classroom Teachers |
| Go Math! Curriculum | Teachers will use the Go Math! curriculum Kindergarten through 6th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 | Math Teachers |
| Alternative Teaching | Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 | Regular Classroom Teacher Special Education Teacher Special Education Assistant |
| Station Teaching ~ Math Stations | Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Regular Classroom Teacher Special Education Teachers Special Education Assistants |
| Common Assessments | Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies. | Academic Support Program | 01/07/2013 | 03/25/2013 | \$0 | PLC Committee members PLC Leaders Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|---------------------------------|---|--------------------------|------------|------------|-----|--|
| PLC Meetings ~ Preschool | Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 | Pre-school Teachers |
| STAR Math | Students will be assessed through the STAR math program which will provide the teachers with each students math weaknesses. Teachers can then use these identified math strands to help develop lessons that will target these weaknesses. Also, these reports can be sent to the parents as the students are assessed. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | Math Teachers |
| IPADS | IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 | Classroom Teachers RTI Coordinators |
| Daily Cold Reads | Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format. | Academic Support Program | 08/13/2012 | 05/12/2014 | \$0 | Classroom Teacher Intervention Specialist |
| Alternative Teaching | Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Regular Education Teacher Special Education Teacher |
| Computer Programs | Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Special Education Teacher |
| Math Whizz | Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$0 | Math Recovery Specialist RTI Coordinator |
| Station Teaching ~ Math Centers | Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 | Regular Education Teacher Special Education Teacher |
| SRA | Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level. | Academic Support Program | 05/16/2014 | 05/16/2014 | \$0 | Special Education Teacher |
| Math Whizz | Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEB-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 | Classroom Teachers RTI Coordinators |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | | |
|----------------------------|---|--------------------------|------------|------------|------------|---|
| Springboard | Students will engage in a new Language Arts/Literacy curriculum called Springboard. This curriculum is based on the Common Core Standards and provides activities at a rigorous, high level thinking. All Springboard teachers will attend professional development training in order to be certified to teach the material. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 | Springboard Certified Teacher |
| Go Math Intervention | Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 | RTI Coordinators Classroom Teachers |
| PD 360 | Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 | Principal Classroom Teachers |
| RTI Reading Interventions | Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 | RTI/KSI Intervention Specialists Classroom Teachers |
| PLC Meeting | Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed. | Academic Support Program | 09/16/2013 | 05/12/2014 | \$0 | Regular Education Teachers |
| Reading Fluency | Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 | Special Education Teachers |
| RTI/KSI Math Interventions | K-6 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Math Recovery, Quarter Mile Math, and ECU Math Fact Fluency. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 | RTI/KSI highly qualified intervention teacher Classroom Teachers |
| Parent Communication | Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 | Classroom Teacher RTI Interventionist |
| GRECC PD | Teachers will participate in several PD days led by GRECC Literacy Consultant. At the PD days primary teachers will be trained in deconstructing the new ELA standards, begin the process of unit/assessment building, and creating standards based report cards. Intermediate teachers will begin common unit planning and common assessments planning. | Professional Learning | 08/01/2012 | 05/13/2013 | \$0 | Primary/Intermediate Teachers Principals |
| Total | | | | | \$0 | |

Comprehensive School Improvement Plan

Salem Elementary School

Booster Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|--------------------|------------|------------|-------------------|--|
| Reading Eggspress | Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avitars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 | Librarian Classroom Teacher |
| Reading Eggpress | Reading Eggpress is a web-based program that students will be able to access at home to invlove parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 | Librarian Classroom Teacher Parents |
| Reading Eggs | Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 | Librarian Classroom Teacher Parents |
| Total | | | | | \$6000 | |

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------------------------|---|--------------------------|------------|------------|-------------------|------------------------------------|
| Study Island | Teachers will use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 | Classroom Teachers |
| Renaissance Learning ~ STAR Reading | Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents. | Academic Support Program | 08/13/2012 | 04/22/2013 | \$2400 | Librarian Classroom Teachers |
| Study Island | Students will use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will recieve immediate feedback on their assessment showing them both their strengths and weaknesses. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 | Classroom Teachers |
| Total | | | | | \$4800 | |

Comprehensive School Improvement Plan

Salem Elementary School

Race to the Top

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|---|--------------------------|------------|------------|-------------------|---|
| CIITS Training | Teachers will utilize CIITS formal on-line webinars and/ or attend school/district face to face training during the school day (common planning time or release time), after school meetings, PLCs, or professional development provided by CIITS school or district manager/ curriculum leads/ principal to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning. | Professional Learning | 02/01/2013 | 05/13/2013 | \$2600 | Principal CIITS School/District Manager Curriculum Leads Teachers |
| CIITS Implementation | Teachers will implement curriculum maps, unit/lesson plans, assessments, strategies learned from professional growth opportunities, create and analyze data from the School/District Data module to improve and guide instruction. | Academic Support Program | 08/01/2012 | 06/30/2015 | \$2600 | Teachers Principal CIITS District Manager |
| Total | | | | | \$5200 | |

Title I Part C

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|--|--------------------|------------|------------|-------------------|--|
| Literacy Luncheon | Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child. | Parent Involvement | 10/05/2012 | 10/05/2012 | \$1000 | Librarian Principal Classroom Teachers Classified Staff |
| Total | | | | | \$1000 | |

Progress Notes

| Type | Name | Status | Comments | Created On | Created By |
|-----------|---|---------------|---|--------------------|----------------|
| Objective | collaborate to increase the overall reading and math for Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula. | | Each grade level has incorporated fluency packets and cold reads into their daily classroom routines. | September 19, 2013 | Michael A Ford |
| Activity | PLC Meetings | In Progress | PLC Meeting Dates : K~ 8/27, 9/12, 11/30, 1/18, 1/30 2nd ~ 9/4, 9/11, 11/8, 12/3, 1/18, 1/30 3-6 ~ 1/18, 2/4, 2/15, 2/17 | September 27, 2013 | Bethany Baird |
| Activity | PLC Meetings | In Progress | PLC meetings continue throughout the 2013 school year. Meetings with grade level teams meet to work on common assessments, curriculum mapping, and pacing guides. | September 19, 2013 | Michael A Ford |
| Activity | CIITS Implementation | In Progress | Russell County Curriculum Coach Bethany Baird has worked with grade and content level teachers to create and implement a Unit Lesson Plan in CIITS. This process will continue throughout the year, the goal is to do it once every 9 weeks. | October 30, 2013 | Terry Grider |
| Activity | CIITS Implementation | In Progress | ON FEBRUARY 15, 2013, TEACHERS WATCHED A MINIMUM OF ONE PD360 VIDEO AND COMPLETED A REFLECTION FOR EACH. | April 15, 2013 | Michael A Ford |
| Activity | CIITS Implementation | In Progress | TEACHERS CREATED A MINIMUM OF ONE ASSESSMENT IN CIITS ON FEBRUARY 15, 2013. | April 15, 2013 | Michael A Ford |
| Activity | RTI/KSI Math Interventions | In Progress | Our students also receive small group math interventions. For the past couple of years and currently we are currently using Go Math, Harcourt That's A Fact, SRA Math, and several others. | September 19, 2013 | Michael A Ford |
| Activity | Renaissance Learning ~ STAR Reading | In Progress | STAR reading assessments were given three times a year. Results are shared with students and parents. | September 19, 2013 | Michael A Ford |
| Activity | Reading Eggpress | In Progress | SES STUDENTS ARE NOW USING READING EGGSPRESS | April 15, 2013 | Bethany Baird |
| Activity | RTI/KSI Reading Interventions | In Progress | Students have been participating in reading interventions throughout the past two years. We have used researched based programs such as Florida Center for Reading Research, Barton System, Road to the Code, Sing Spell Read and Write, and many more. | September 19, 2013 | Michael A Ford |
| Activity | STAR Math | In Progress | Due to inadequate funding sources STAR MATH was not purchased last year. However this year STAR Math was purchased and will be given for the first time in Nov. 2013. | October 30, 2013 | Terry Grider |
| Activity | STAR Math | Not Completed | STAR Math was not funded due to insufficient funds. STAR Math will be purchased and added in Fall 2013. | September 19, 2013 | Michael A Ford |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|--------------------|-------------|---|--------------------|----------------|
| Activity | Math March Madness | In Progress | Math March Maddness will be held in March 2014. | October 30, 2013 | Terry Grider |
| Activity | Math March Madness | Completed | March Math Madness was held in March 2013. Prizes were awarded as students progressed through brackets based on their multiplication facts. | September 19, 2013 | Michael A Ford |
| Activity | Book Club | Completed | The school librarian has created and worked with students in afterschool book club. They are reading high-interest books in a small group and targeting a variety of literacy skills through book discussion. | September 19, 2013 | Michael A Ford |
| Activity | CIITS Training | In Progress | SES TEACHERS HAD A PROFESSIONAL DAY ON FEB. 15 AT THE ANC WHERE THEY WERE TRAINED USING PD360. THE TEACHERS THEN SELECTED AND WATCHED A VIDEO AND COMPLETED A REFLECTION. | April 15, 2013 | Michael A Ford |
| Activity | CIITS Training | In Progress | SES TEACHERS HAD A PROFESSIONAL DAY ON FEB. 15 AT THE ANC WHERE THEY WERE TRAINED USING CIITS VIDEO ON HOW TO CREATE TEST IN CIITS. THE TEACHERS THEN CREATED A TEST TO USE IN THEIR CLASSROOMS. | April 15, 2013 | Bethany Baird |
| Activity | Common Assessments | In Progress | For the 2013-2014 school year several of the teachers are beginning to use Discovery Education to create and give the common assessment. | October 30, 2013 | Terry Grider |
| Activity | Common Assessments | Completed | COMMON ASSESSMENTS WERE DEVELOPED AND ADMINISTERED THE FIRST WEEK OF MARCH. TEACHERS USED RESULTS TO GUIDE INSTRUCTION AND REVIEW CONCEPTS | April 15, 2013 | Bethany Baird |
| Activity | Literacy Luncheon | In Progress | The 2014 Literacy Luncheon will be held in spring 2014. | October 30, 2013 | Terry Grider |
| Activity | Literacy Luncheon | Completed | The Literacy Luncheon was held in October 2012. Guest readers were invited from the community into the school. Parents were invited into the classroom to listen to the story and complete a literacy activity with their students. | September 19, 2013 | Michael A Ford |
| Activity | Reading Eggs | In Progress | Reading Eggs was purchased and implemented during the 2012-2013 school year. Students complete Reading Eggs during Library one day a week and use it in the computer lab before school each day. | September 19, 2013 | Michael A Ford |
| Activity | Math Club | Completed | Due to lack of funding in our after-school funds. Math Club in no longer offered for the 2013-2014 school year. | November 22, 2013 | Terry Grider |
| Activity | Math Club | Completed | Math Club was implemented during After School of the 2012-2013 school year. Students were identified for Math Club based on their KPREP scores from the previous year... novice and apprentice students were served in Math Club. | September 19, 2013 | Michael A Ford |
| Activity | Math Recovery | In Progress | The Math Recovery Specialist is funded through a Math Grant that we received at SES. | September 19, 2013 | Michael A Ford |
| Activity | Daily Cold Reads | Completed | Students work through various cold reads that will target their comprehension as well as other literacy skills (theme, sequencing, compare & contrast, etc.) | September 19, 2013 | Michael A Ford |
| Activity | Test Anaylsis | Completed | On September 23, 2013 all staff at SES completed at D.A.T.A driven/test analysis day provided by GRECC as part of the Race To The Top Grant. | November 22, 2013 | Terry Grider |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|---|----------------|--|--------------------|----------------|
| Activity | Test Analysis | Completed | We had put that we analyzed test analysis date in October 2012 but we were incorrect the actual date is November 6, 2012. | September 27, 2013 | Bethany Baird |
| Activity | Test Analysis | Completed | SES completed a test analysis day in October of 2012. Test data was dissected and reviewed. Plans for improvement needed were made. | September 19, 2013 | Michael A Ford |
| Activity | PLC (Profession Learning Community) Meeting | In Progress | Meetings with district level PLCs are ongoing throughout this school year. Meetings are held with the curriculum coach Bethany Bair to create learning targets, unit plans for each nine weeks and to develop common assessments. | October 30, 2013 | Terry Grider |
| Activity | PLC (Profession Learning Community) Meeting | Completed | PLC Meetings are held periodically throughout the school year. On Jan. 18th, 2013 we had district level PLCs that met in reading and math PLC groups. Strategies were shared within grade level groups. | September 19, 2013 | Michael A Ford |
| Activity | AIMS Web | Not Applicable | AIMS Web is no longer applicable as our district chose not to renew this program and go with another one. | November 22, 2013 | Terry Grider |
| Activity | AIMS Web | Completed | Our students were progress monitored weekly using the AIMSWEB probes testing assessments. The scores were then put into the computer system which helped the teachers target more specific skill deficits. | September 19, 2013 | Michael A Ford |
| Activity | Assessments | In Progress | Students will use the Discovery Education writing probes to strengthen their writing skills which will further enhance their performance ability on the test. | November 26, 2013 | Terry Grider |
| Activity | Discovery Education | In Progress | After the Discovery Education benchmarking was completed the students falling in the bottom 25% were identified for RTI and have since been progress monitored using the Discovery Education probes. | November 22, 2013 | Terry Grider |
| Activity | Discovery Education | In Progress | After the Discovery Education benchmarking was completed the students falling in the bottom 25% were identified for RTI and have since been progress monitored using the Discovery Education probes. | November 22, 2013 | Terry Grider |
| Activity | Discovery Education | In Progress | In the end of September all students were benchmarked on Discovery Education to help all teachers see a baseline. The teachers were given the information and have access to track the students individually/whole group on the standards that are showing as their weaknesses and strengths. | November 22, 2013 | Terry Grider |
| Activity | Network Leader | In Progress | The ELA and Math Network Leaders have been completed as of the 2012-2013 school year, however, we now have Science network leader. | November 22, 2013 | Terry Grider |
| Activity | Network Leader | Completed | For the past couple of the years an ELA teacher from our school represented the Russell County School District for the state network leadership. They then would bring the information back from the state meetings and work with the other ELA teachers within the district. The ELA teacher network has since been completed while the Math network is just getting started. | September 19, 2013 | Michael A Ford |
| Activity | PD 360 | Completed | Principal, Terry Grider and Teacher, Mary Beth Gosser attended a Professional Development on PD 360 in July of 2013. The training was a refresher in PD360. | September 19, 2013 | Michael A Ford |
| Activity | GRECC PD | In Progress | GRECC PDs are being provided throughout the 2013-2014. So far we have had D.A.T.A. Analysis held in September. | October 30, 2013 | Terry Grider |
| Activity | GRECC PD | Completed | The dates that we met with Amanda Abell for PD were as follows: Aug. 1, 2, & 3 and February 15 & 27. | September 27, 2013 | Bethany Baird |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|-------------------------------|-------------|--|--------------------|----------------|
| Activity | GRECC PD | Completed | Faculty members have attended PD provided by Amanda Abell, GRECC consultant, on literacy centers, standards based report cards, and many other reading strategies. | September 19, 2013 | Michael A Ford |
| Activity | SBDM | Completed | At the beginning of the 2013-2014 school year SES did not have any changes within the staff therefore all teachers giving instruction is by highly qualified teachers. | November 22, 2013 | Terry Grider |
| Activity | SBDM | Completed | SBDM Council meets monthly and targets concerns of the school. Tests scores are shared and improvement plans and established. | September 19, 2013 | Michael A Ford |
| Strategy | Developing Common Assessments | | Teachers are continuing with common assessments and some are in the process of using Discovery Education to make common assessments. | October 30, 2013 | Terry Grider |
| Strategy | Developing Common Assessments | | Common Assessments were developed for all grade levels for the end of the year. Common Assessments were administered and scored with feedback being given to students. | September 19, 2013 | Michael A Ford |
| Activity | Go Math! Curriculum | In Progress | Every grade in the school uses the Go Math! curriculum which is a KY Common Core Standards Based program. It offers a wide variety of differentiated instructional practices. | September 19, 2013 | Michael A Ford |
| Activity | EKU Fact Fluency | In Progress | Students in Grades 2-5 participate in daily math fact practice through the EKU fluency program. Also, they take a math fact fluency assessment three times a year. These assessment results are then sent to EKU. | September 19, 2013 | Michael A Ford |
| Activity | PD 360 | In Progress | Teachers are using PD360 to advance professionally. Videos are being watched to help the teachers in many different areas. | September 19, 2013 | Michael A Ford |
| Activity | Common Assessments | In Progress | Common Assessments are being used this 2013-2014 school year in every classroom at SES. Common Assessments are being developed through Discovery Education and CIITS. | November 22, 2013 | Terry Grider |
| Activity | Common Assessments | Completed | Common Assessments were given at the end of the 2013-2013 school year in all grade levels. | September 19, 2013 | Michael A Ford |
| Activity | Study Island | In Progress | Study Island is being used this school year for Social Studies only for individual tests. Due to a decrease in funding, we have cut back on our Study Island individual student license. Study Island is continuing to be used by teachers to develop lessons and the common core standards printables are being utilized. | November 22, 2013 | Terry Grider |
| Activity | Study Island | | Students are continuing to use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will receive immediate feedback on their assessment showing them both their strengths and weaknesses. | September 19, 2013 | Michael A Ford |
| Activity | Springboard | Completed | Springboard was used as our 6th grade reading program for the 2012-2013 school year. Due to our 6th grade moving to the new 6th Grade Center, we are no longer using Springboard. | November 22, 2013 | Terry Grider |
| Activity | Springboard | Completed | The following dates are for Springboard Training: 5/2, 7/18, 9/7, 11/26, 1/22, 2/19 | September 27, 2013 | Bethany Baird |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|--|-------------|--|--------------------|----------------|
| Activity | Springboard | Completed | Also, the teachers within the district using Springboard met throughout the year to work on pacing out the curriculum, to address concerns teachers had, and to discussion classroom implementation of the program. | September 19, 2013 | Michael A Ford |
| Activity | Study Island | In Progress | Teachers continue to use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress. | September 19, 2013 | Michael A Ford |
| Goal | Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%. | | We are continuing to work on decreasing the achievement gap in both reading and math with those students who qualified for free & reduced lunch. This is an ongoing process for us and we are working on this goal through the various strategies/activities listed below. Some of them have been completed but several of them are still in progress currently; please see the progress notes to see more detail. | September 27, 2013 | Bethany Baird |
| Strategy | Professional Development | | Currently this year we have not yet had our Testing Analysis day. We originally had it scheduled but due to the embargo on test scores being extended it had been cancelled and has not yet been rescored. | October 30, 2013 | Terry Grider |
| Strategy | RTI Benchmarking and Progress Monitoring | | Due to a district wide change our school no longer is using AIMS Web to benchmark and track student progress in RTI. However, we are using Discovery Education school wide to complete benchmarking and progress monitoring for the 2013-2014 school year. | October 30, 2013 | Terry Grider |
| Strategy | Small Group Instruction | | Small group instruction in literacy centers, math stations, art stations, and library centers are being implemented in all grade levels throughout the 2013-2014 school year. | November 22, 2013 | Terry Grider |
| Activity | Before/After School Tutoring | Completed | The students who are identified as free and reduced are provided the opportunity to receive small group tutoring before and after school. This time can be used to help complete assignments as well as target areas of instructional weaknesses the students have. | September 19, 2013 | Michael A Ford |
| Activity | RTI Reading Interventions | In Progress | SES has had Barton box 1 (phonemic segmentation). For the 2013-2014 school year we have added Barton Box 2 and Barton Box 3. We are in the process of purchasing and implementing the entire Barton reading intervention system. | November 22, 2013 | Terry Grider |
| Activity | RTI Reading Interventions | In Progress | Along with the listed interventions in the activity section we have also added our new reading series, Journey's, that comes with several RTI intervention resources. | October 30, 2013 | Terry Grider |
| Activity | RTI Reading Interventions | Completed | Students received research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | September 19, 2013 | Michael A Ford |
| Activity | Centers | In Progress | The students have also been placed in Math stations based on the common core standards this year. These are similiar to our reading literacy centers but are being extended to other core content areas. | October 30, 2013 | Terry Grider |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|---|-------------|--|--------------------|----------------|
| Activity | Centers | In Progress | Students have and are currently participating in the small group centers where differentiated instruction is provided based on the students' needs. Also, the center activities are created weekly and are based on the KY Common Core Standards. | September 19, 2013 | Michael A Ford |
| Activity | RTI Math Interventions | In Progress | Along with the listed math interventions we have added Math Whizz through GRECC grant to help with math RTI resources. | October 30, 2013 | Terry Grider |
| Activity | RTI Math Interventions | Completed | Students received research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Advantage, EKU Math Fact Fluency and Quarter Mile Math. | September 19, 2013 | Michael A Ford |
| Activity | Extended Before School Services | In Progress | Students qualifying for free and reduced lunch are receiving extended before school services in the computer lab. The students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | September 19, 2013 | Michael A Ford |
| Activity | Extended Before School Services | In Progress | Students qualifying for free and reduced lunch are receiving extended before school services in the computer lab. The students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | September 19, 2013 | Michael A Ford |
| Activity | RTI Benchmarking and Progress Monitoring | Completed | RTI benchmarking and progress monitoring was completed three time for benchmarking and periodically throughout the school year at SES. Results were used to track student progress and were shared with teachers and parents. | September 19, 2013 | Michael A Ford |
| Activity | FRAA (Free Reduced Academic Awareness) Activity | Completed | Teachers took an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them. | September 19, 2013 | Michael A Ford |
| Strategy | High Interest Reading for Males | | Although this goal tagets all learners, SES does target males learners individually though acquiring high interest reading material for males. | October 30, 2013 | Terry Grider |
| Activity | Reading Eggspress | In Progress | Male students are using reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avitars, compete in head to head contest in a stadium, and work out in the comprehension gym. | September 19, 2013 | Michael A Ford |
| Activity | Reading with I-Pads | In Progress | Male learners will gain increased reading pleasure through the use of IPADS. High interest reading APPS for boys have been added to the IPADS and are being used. | September 19, 2013 | Michael A Ford |
| Activity | High Interest Literature | In Progress | Male learners have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. These magazines have been added to the library. | September 19, 2013 | Michael A Ford |
| Activity | Gender Equity | In Progress | Teachers are implementing a variety of strategies to ensure that the male population is engaged as much as the female population. Teachers have used popsicle sticks, alternating on calling students, decks of cards, and more. | September 19, 2013 | Michael A Ford |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|---|-------------|--|--------------------|----------------|
| Activity | Male Mentoring Reading Program | | Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. Mr. Stephens our gym teacher is reading with children daily. | September 19, 2013 | Michael A Ford |
| Activity | Literacy Listening Centers | In Progress | High interest reading stories for males have been added to the listening center library. | September 19, 2013 | Michael A Ford |
| Activity | PLC Meetings ~ Kindergarten | In Progress | Kindergarten PLC dates: 8/27, 9/12, 11/30, 1/18, 1/30 | September 27, 2013 | Bethany Baird |
| Activity | PLC Meetings ~ Kindergarten | | Kindergarten teachers attended PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. These were attended throughout the school year. | September 19, 2013 | Michael A Ford |
| Activity | PLC Meetings ~ Preschool | Completed | Pre-school teachers met with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | September 19, 2013 | Michael A Ford |
| Activity | Primary Institute | Completed | The dates of the Primary Institute are August 1, 2 & 3 | September 27, 2013 | Bethany Baird |
| Activity | Primary Institute | Completed | Kindergarten teachers attended a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | September 19, 2013 | Michael A Ford |
| Activity | Math Interventions | In Progress | Yearly students are assessed to determine if they qualify for the RTI services. Those that are in Kindergarten and qualify receive extra math instruction using Go Math! interventions, Number World, and Math Recovery. | September 19, 2013 | Michael A Ford |
| Activity | Reading Interventions | In Progress | Students who are assessed at the beginning of the school year and qualify for RTI services will receive extra reading instruction using research based programs such as EarRobics, FCRR, Rode to the Code, and Sing Spell Read & Write. | September 19, 2013 | Michael A Ford |
| Goal | Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015. | | Much more work has been started on including all teacher sin the PGES implementation. | November 22, 2013 | Terry Grider |
| Goal | Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015. | | This goal is in progress. We had very minimal training on the PGES during the 2012-2013 school year. | September 19, 2013 | Michael A Ford |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|--|---------------|---|--------------------|----------------|
| Strategy | Principal PGES | | SES Principal attended state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by PGES. | September 19, 2013 | Michael A Ford |
| Activity | Highly Effective Teacher Training | In Progress | Five teachers were selected for the 2013-2014 school year to participate in the PGES for Highly Effective Teachers. These teachers have been receiving training on implementing the PGES. Teachers have also completed surveys rating the PGES program. Teachers have completed student growth goals and complied those on CIITS. Teachers participating in the PGES are observed periodically by peer observers and the principals. Peer observers observe for short periods of time and provide constructive feedback. The principals have to complete one formal observation with lesson plan from teacher and pre and post conferences. Principals also have to do a series of informal observations on teachers participating in the PGES. Results from the observations by the peer observers and principals are recorded into CIITS. | November 22, 2013 | Terry Grider |
| Activity | Highly Effective Teacher Training | Not Completed | A few of our teachers in the PGES program have received minimal training. | September 19, 2013 | Michael A Ford |
| Activity | Principal PGES Trainings | Completed | SES Principal attended state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by PGES. | September 19, 2013 | Michael A Ford |
| Activity | Evaluating and Guiding Teachers to be Highly Effective | In Progress | Principal is implementing the PGES by completing the observations. The peer observers are also completing the observations also. . | November 22, 2013 | Terry Grider |
| Activity | Evaluating and Guiding Teachers to be Highly Effective | Not Completed | The school principal is beginning to evaluate and provide guidance and support for teachers to become highly effective educators. This program is in its beginning stages. | September 19, 2013 | Michael A Ford |
| Activity | Highly Effective Teacher Practices | Not Completed | This program is still new within our district and is currently underway of being implemented. | September 19, 2013 | Michael A Ford |
| Activity | Highly Effective Principal Practices | In Progress | Teachers are implementing the Framework for Teaching. The domains included are Planning & Preparation, The Classroom Environment, Instruction, Professional Responsibilities, and Student Growth | November 22, 2013 | Terry Grider |
| Activity | Highly Effective Principal Practices | In Progress | SES principal implemented performance standards of the PGES to become highly effective. He documented and kept evidence as required by PGES. | September 19, 2013 | Michael A Ford |
| Activity | Math Whizz | In Progress | Math Whizz is being used for 2nd grade students only for the 2013-2014 school year. We do not have enough student subscriptions to use Math Whizz with grades 3-5, | November 22, 2013 | Terry Grider |
| Activity | IPADS | In Progress | A total of 8 IPADS have been purchased and are being used for literacy centers and math stations. | November 22, 2013 | Terry Grider |
| Activity | Go Math Interactive Tools | In Progress | Each grade 3-5 classrooms uses Go Math as the core math program for common core implementation. Go Math comes with interactive tools that students can use. | November 22, 2013 | Terry Grider |

Comprehensive School Improvement Plan

Salem Elementary School

| | | | | | |
|----------|---------------------------|-------------|--|-------------------|--------------|
| Activity | Go Math Interactive Tools | In Progress | Each grade 3-5 classrooms uses Go Math as the core math program for common core implementation. Go Math comes with interactive tools that students can use. | November 22, 2013 | Terry Grider |
| Strategy | Local/School Assessments | | Discovery Education Benchmark testing has been completed one time as of Nov. 1st due to a late start with the implementation during the 2013-2014 school year. Benchmark test will be given for the second time in January 2014. | October 30, 2013 | Terry Grider |

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?

Salem Elementary uses the data provided to help drive our instruction and meet the needs of our students. Questions we ask as we assess our data are as follows:

- *Are the programs we have in place effective?
- *What content areas are our areas of focus?
- *Where do we have gaps?
- *Are our students showing growth annually?
- *Where is Salem Elementary in relation to our district? State?

The data has shown us that we need to focus on the percentage of students who scored Novice in Reading and Math in Grades 3-5. For example, in the 3rd grade 27.8% females scored Novice in Math and in 5th grade 28% Males scored Novice in Reading. Another target area is to increase the percentage of Proficient and Distinguished students in Reading and Math receiving Free and Reduced Lunch. Overall our school had less than 50% Free and Reduced students scoring Proficient and Distinguished in Reading and Math. Due to this testing data SES is going to focus on these two targeted areas.

Our data shows... Overall score 61.5%, Reading % proficient/distinguished 54.8%,
Math % proficient/distinguished 39.0%, our combined growth point total 53.8%

The data does not tell us "Why" some students score low in some areas or "Why" some 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. The data/information does not tell us how parent involvement factors into the success of our school. We will also have to analyze our school more in depth to identify contributing factors for the results and barriers to improvement. For example, the data does not show which specific strategies and programs are leading to the greatest growth.

Through the development of the CSIP SES has focused the goals to target these areas of concern.

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?

Salem Elementary has several strengths...One being we scored in the 65th percentile of elementary schools in Kentucky. We scored above the state and district in all subject areas with the exception of one. A definite strength for SES was student performance in Science. We had 89.2% of students scoring Proficient/Distinguished with 0% percent in the Novice area. In order to sustain areas of strength SES tries to incorporate a variety of strategies within the school.

We will continue the Response to Intervention for students that, according to our universal screener Discovery Education, are performing in the bottom 25%. At SES we are required to serve the 10% and below but reach above that to the 25%. This allows to reach many more students. The 10%-25% are referred to as "The Moving On Up Gang". We have been able to add programs, strategies, and support staff this year, allowing our interventions to be more closely aligned with the individual student's area of deficit.

Teachers collaborate with each other at SES as well as other elementary teachers in the district through PLC meetings. Also, teachers are continually working on curriculum alignment to the common core standards. SES received an honorable mention based on the KY TELL survey results and were recognized as one of the top 50 schools in the state. SES has Journeys, a new common core reading series that is being implemented school wide. We also have purchased Discovery Education and are using it to create common assessments. Lastly, SES implements and provides interventions for targeted subgroups. Overall it is a combination between hard work and teamwork that helps our school receive proficient scores.

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...

#1 We have a high level of Novice students in many subject areas:

Reading 18.6 Math 18.1 Language Mechanics 22.2

To address this need we are working with small focus groups of students based on assessments of specific standards, before and after school tutoring, intensive interventions and progress monitoring, and setting goals with children. Teachers are also deconstructing the common core standards and planning specific focused objectives for standards written as learning targets and I can statements for students to understand and apply to their learning.

#2 Curriculum Alignment to Common Core Standards - PD to Align Curriculum

*Teachers will participate in grade level PLC meetings

*Network leaders will report back from state network meetings on aligning curriculum

*GRECC, Literacy Consultant PD

#3 Improve the quality of instruction and planning of more rigorous activities

*PD 360

*PLC meetings for grade and content teachers

*Go Math! Curriculum

*Journey's Reading Curriculum

*Discovery Education

#4 Higher level cognitive tasks

*PD/PLC to develop higher level tasks

*Common Core Flipcharts

*Discovery Education

These four areas have been targeted as improvement needs for Salem Elementary. These four areas have been chosen as best meeting the needs of our students and pushing them forward.

Conclusion

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

Our next steps include monitoring student progress in content areas through continuous assessment, checking for mastery and planning/modifying instruction to address gaps in learning. We will work closely with students to help them reflect on learning and progress and help them set goals for improving. The SBDM council will monitor the implementation of the 2013-2014 CSIP. Following these goals will ensure that SES focuses on the opportunities for improvement and continues to sustain areas of strength.

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 | We are in the beginning stages of really trying to implement more transition strategies, especially with the Race To The Top grant. For example, we are in the process of setting up Preschool Pals in which caregivers can get educational supplies to help prepare our future preschool students. | |

| 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 | | |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 | | |

| 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 | | |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 | RTI/KSI, Discovery Education, etc. | |

| 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 | | |

| 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 | | |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 | Will be linked to website when completed and made available to stakeholders as well. | |

| 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 | This has never been an issue at SES, but it were to be parents would be notified. | |

| 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 | | |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 | | |

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

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 to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:
 Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teacher RTI Interventionist |

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Goal 2:
 Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:
 A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Comprehensive School Improvement Plan

Salem Elementary School

High Interest Reading for Males - Librarian will purchase and have available high interest literature on topics suited for male learners.

Research Cited:

| Activity - Literacy Listening Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 - Other | Librarian |

| Activity - High Interest Literature | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Male learners will have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - Other | Librarian Classroom Teachers Intervention Specialist |

| Activity - Male Mentoring Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Male Staff |

Strategy2:

Reading with Technology - Students will use technology to increase desire to read through activities such as Reading Eggs and Reading Eggpress.

Research Cited:

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students can use individual accounts to access numerous reading passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|----------------------------|
| Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - District Funding | Classroom Reading Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading with I-Pads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 - Other | Classroom Teacher RTI/KSI Intervention Specialists |

| Activity - Reading Eggspress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--------------------------------|
| Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avatars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher |

Strategy3:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Jouney's RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

Strategy4:

Including All Learners within the Classroom Setting - Teachers will use gender equity such as: popsicle sticks, boy/girl questioning techniques, tally charts, etc. to ensure that male learners are included and participating within the classroom.

Research Cited:

| Activity - Gender Equity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-----------------------|
| Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learnrs. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 3:

Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy1:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Research Cited:

| Activity - Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|------------------------|
| Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - State Funds | Certified Staff Member |

| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------|
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 - State Funds | Certified Staff Members |

Strategy2:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 - Other | RTI teachers teachers |

Goal 4:

Decrease the novice percentage of male learners from 56.5% to 53.5% in math

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Strategy1:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Research Cited:

| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | RTI Coordinators Classroom Teachers |

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--------------------------------|
| RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com , and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom teachers on bus duty |

Strategy2:

Using Technology with Male Learners - Male Learners in grade 3-5 will use technology to decrease the percentage of novice.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Go Math Interactive Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------|
| Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Math Teachers |

| Activity - IPADS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Through the GREEC Grant that we received, we have a two year subscription with Math Whizz.Math Whizz is a CCSS WEb-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

Goal 5:

Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

Research Cited:

| Activity - Discovery Education Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are. | Academic Support Program | 10/21/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers RTI Interventionists |

| Activity - PLC Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed. | Academic Support Program | 09/16/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 - Other | Kindergarten Classroom Teachers |

Goal 6:

Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Mathematics by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook Six Approaches to Co-Teaching

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Station Teaching ~ Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher Special Education Teacher Special Education Assistant |

Strategy2:

One-on-One Math Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

| Activity - Manipulatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

Narrative:

The data sources used were KPREP, Discovery Education, Stanford 10, STAR Reading, STAR Math.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Literacy Initiative - Students, teachers, and families will be actively engaged in literacy activities that will increase reading awareness across the curriculum. Also, the literacy initiatives will focus on reading to learn as a student, classroom, and family.

Research Cited:

| Activity - Book Club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|--|
| Students grades 3-6 enrolled in the 21st Century Afterschool Program will stay during afterschool hours once a week. They will chose a book from a pre-selected book list based on their reading level. As a group they will have to read the assigned chapters and be ready to participate in book discussions as well as complete activities based on the book. | Extra Curricular | 09/24/2012 | 04/22/2013 | \$600 - Other | 21st Century Afterschool Staff Librarian |

| Activity - Reading Eggpress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|-------------------------------------|
| Reading Eggpress is a web-based program that students will be able to access at home to invlove parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher Parents |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Literacy Luncheon | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|--|
| Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child. | Parent Involvement | 10/05/2012 | 10/05/2012 | \$1000 - Title I Part C | Librarian Principal Classroom Teachers Classified Staff |

| Activity - Renaissance Learning ~ STAR Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|---------------------------------|
| Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents. | Academic Support Program | 08/13/2012 | 04/22/2013 | \$2400 - School Council Funds | Librarian Classroom Teachers |

| Activity - Reading Eggs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher Parents |

| Activity - Writing Across the Content Areas | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Center Activities, and Quick Writes. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

Strategy2:

RTI/KSI - Students will receive RTI/KSI services that will focus on instructional areas of improvement in math and reading.

Research Cited:

| Activity - Intervention Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Team Meetings & Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| he RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

| Activity - RTI/KSI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-6 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Math Recovery, Quarter Mile Math, and ECU Math Fact Fluency. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teacher Classroom Teachers |

| Activity - RTI/KSI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-6 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teachers Classroom Teachers |

Strategy3:

Math Initiative - Students will be actively engaged in math activities that will increase math awareness. Also, the math initiative will focus clear understanding of math fact fluency, problem solving, and application.

Research Cited:

| Activity - Writing Across the Content ~ Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher |

| Activity - Math Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$41000 - Other | Math Recovery Specialist |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$0 - No Funding Required | Math Recovery Specialist RTI Coordinator |

| Activity - Math March Madness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------------|
| Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded. | Academic Support Program | 03/01/2013 | 03/29/2013 | \$2000 - Other | Math Teachers Principal PTO |

| Activity - STAR Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students will be assessed through the STAR math program which will provide the teachers with each students math weaknesses. Teachers can then use these identified math strands to help develop lessons that will target these weaknesses. Also, these reports can be sent to the parents as the students are assessed. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | Math Teachers |

| Activity - Math Club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---|
| After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data. | Tutoring | 10/15/2012 | 04/22/2013 | \$600 - Other | 21st Century Afterschool Staff Math 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

Measurable Objective 1:

collaborate to increase to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Cold Reads - Teachers will have access to cold reads daily to use within their classroom. Cold Reads supplemental reading passages that students have never seen before. Using Cold Reads helps strengthen reading fluency in a testing format.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format. | Academic Support Program | 08/13/2012 | 05/12/2014 | \$0 - No Funding Required | Classroom Teacher Intervention Specialist |

Strategy2:

Progress Monitoring - After RTI/KSI benchmarking all identified students receiving interventions are progress monitored. Progress monitoring is administered according to the tier the child is placed; Tier 1 is progress monitored once every two weeks, Tier 2 is progress monitored weekly, and Tier 3 is progress monitored bi-weekly.

Research Cited:

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | RTI Coordinators |

Goal 3:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to achieve an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Best Practices - Teachers will implement a variety of research based best instructional practices within the classroom setting.

Research Cited:

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Journeys CCSS Reading Series was purchased for the 2013-2014 school year. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - Other | Classroom Reading Teachers RTI Leads |

| Activity - Go Math! Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use the Go Math! curriculum Kindergarten through 6th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Math Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Go Math- Arts & Humanities/Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Arts & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

| Activity - Eku Fact Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use the Eku Fact Fluency daily in math classrooms 2nd grade through 6th grade to improve students quick recall of math facts. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Math Teachers |

| Activity - Journeys ~ Arts & Humanities/ Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

Goal 4:

Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Including All Learners within the Classroom Setting - Teachers will use gender equity such as: popsicle sticks, boy/girl questioning techniques, tally charts, etc. to ensure that male learners are included and participating within the classroom.

Research Cited:

| Activity - Gender Equity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learners. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

Strategy2:

High Interest Reading for Males - Librarian will purchase and have available high interest literature on topics suited for male learners.

Research Cited:

| Activity - High Interest Literature | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Male learners will have available high interest literature such as magaazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - Other | Librarian Classroom Teachers Intervention Specialist |

| Activity - Literacy Listening Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 - Other | Librarian |

| Activity - Male Mentoring Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Male Staff |

Strategy3:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Jouneys RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

Strategy4:

Reading with Technology - Students will use technology to increase desire to read through activites such as Reading Eggs and Reading Eggress.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading with I-Pads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 - Other | Classroom Teacher RTI/KSI Intervention Specialists |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------------------|
| Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - District Funding | Classroom Reading Teachers |

| Activity - Reading Eggspress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|--------------------------------|
| Male students will build reading and comprehension skills through the research web based program Reading Eggspress. This is a high interest reading program for males as they get to build avatars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher |

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-----------------------|
| Students can use individual accounts to access numerous reading passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers |

Goal 5:

Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy1:

Professional Development - Teachers will participate in a Professional Development day in which test scores are analyzed. They will then look at the testing data from the subgroups, in particular Free and Reduced lunch to identify those students.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - FRAA (Free Reduced Academic Awareness) Activity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers Principal |

Strategy2:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Research Cited:

| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------|
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 - State Funds | Certified Staff Members |

| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|------------------------|
| Students qualifying for free and reduced lunch will recieve extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - State Funds | Certified Staff Member |

| Activity - Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Strategy3:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - RTI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 - Other | RTI teachers teachers |

Goal 6:

Decrease the novice percentage of male learners from 56.5% to 53.5% in math

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Strategy1:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Research Cited:

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--------------------------------|
| RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom teachers on bus duty |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | RTI Coordinators Classroom Teachers |

Strategy2:

Using Technology with Male Learners - Male Learners in grade 3-5 will use technology to decrease the percentage of novice.

Research Cited:

| Activity - IPADS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - Go Math Interactive Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------|
| Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Math Teachers |

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEb-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

Goal 7:

Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Reading by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

One-on-One Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teachers |

| Activity - SRA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level. | Academic Support Program | 05/16/2014 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

Strategy2:

Co-Teaching Reading - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook ~ 6 Approaches to Co-Teaching

| Activity - Station Teaching ~ Literacy Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

Measurable Objective 2:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Mathematics by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook Six Approaches to Co-Teaching

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Station Teaching ~ Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher Special Education Teacher Special Education Assistant |

Strategy2:

One-on-One Math Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

| Activity - Computer Programs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

| Activity - Manipulatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

Narrative:

At SES all teachers and paraeducators have access to and use common core standards based programs in the classroom, both Go Math! and Journey's are used school wide for our core content instruction. Also, all of the interventions given to our students are scientific researched based. For example, we use Florida Center for Reading Research, Harcourt That's a Fact, Barton's System, Road to Code, Sing Spell Read & Write, Math Recovery, and SRA Math to just name a few.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

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 to the average combined reading and math proficieny ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:
 Best Practices - Salem Elementary will determine the assignment of staff(strengths) to best serve the identified students and define the use of instructional best practices.

Research Cited:

| Activity - SBDM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught. | Direct Instruction | 06/04/2012 | 06/03/2013 | \$0 - No Funding Required | SBDM Council teachers |

Goal 2:
 Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ____ % by 2015.

Measurable Objective 1:
 demonstrate a behavior to achieve highly effective teacher by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System.

Strategy1:
 TPGES Training - Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective TPGES standards. Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| 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 TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers and 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. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | Principal |

| Activity - Highly Effective Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|-------------------|-----------------|------------------------------------|--|
| Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers, principals, District PGES Coordinator, and District PD Coordinator |

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Curriculum Assessment and Alignment - Teachers will meet in PLC's led by the District PLC leader to align curriculum to Common Core State Standards. Also, they will develop Common Assessments aligned with curriculum and CCSS.

Research Cited:

| Activity - PLC Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|--|---|
| Teachers will meet throughout the year to align and develop curriculum/assesments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$1000 - Title I Part A \$500 - State Funds | Teachers Principals District PLC Leaders |

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 to the average combined reading and math proficieny ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Content Area Network Leaders - Content area leaders will be responsible for attending Network Meetings, sharing information from the meetings through e-mails, copies, PLCs, and creating groups on PD 360.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Network Leader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Content area Network Leaders will attend Content Area Leadership Network meetings throughout the school year. This is intended to build the capacity of each district and school as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators and work toward ensuring that every student is college and career ready. Information learned will be brought back to each leader's school/district and shared with the classroom teachers so every student experiences highly effective teaching/learning and assessment practices in every classroom everyday. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$300 - Title I Part A | ELA Network Leader |

Strategy2:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Strategy3:

Professional Development - Teachers will analyze student achievement by gap groups relative to state K-Prep and district school assessment systems.

Research Cited:

| Activity - GRECC PD | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers will participate in several PD days led by GRECC Literacy Consultant. At the PD days primary teachers will be trained in deconstructing the new ELA standards, begin the process of unit/assessment building, and creating standards based report cards. Intermediate teachers will begin common unit planning and common assessments planning. | Professional Learning | 08/01/2012 | 05/13/2013 | \$0 - No Funding Required | Primary/Intermediate Teachers Principals |

Goal 3:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to achieve an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Comprehensive School Improvement Plan

Salem Elementary School

Strategy1:

PD 360 - Teachers will use Common Core 360, an on-demand training source that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the standards in school.

Research Cited:

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 4:

Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

Goal 5:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

| 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. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | Principal |

| Activity - Highly Effective Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers, principals, District PGES Coordinator, and District PD Coordinator |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers and principal |

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 - SES Principal will attend state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's 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 |
|--|-----------------------|------------|------------|-------------------------|--------------------------------|
| SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective. | Professional Learning | 05/01/2013 | 06/30/2015 | \$250 - Other | Principal and PGES Coordinator |

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

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 to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:
 Best Practices - Salem Elementary will determine the assignment of staff(strengths) to best serve the identified students and define the use of instructional best practices.

Research Cited:

| Activity - SBDM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught. | Direct Instruction | 06/04/2012 | 06/03/2013 | \$0 - No Funding Required | SBDM Council teachers |

Goal 2:
 Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ____ % by 2015.

Measurable Objective 1:
 demonstrate a behavior to achieve highly effective teacher by 06/30/2015 as measured by the Teacher Professional Growth and Evaluation System.

Strategy1:
 TPGES Training - Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly effective TPGES standards. Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| 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 TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers and 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. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | Principal |

| Activity - Highly Effective Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers, principals, District PGES Coordinator, and District PD Coordinator |

Narrative:

SES works closely with the local colleges and universities to invite undergraduate teachers into our school. We also warmly welcome student teachers into our building. SES has a positive, welcoming, friendly, family atmosphere that makes teachers want to be hrer and stay at SES.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Literacy Initiative - Students, teachers, and families will be actively engaged in literacy activities that will increase reading awareness across the curriculum. Also, the literacy initiatives will focus on reading to learn as a student, classroom, and family.

Research Cited:

| Activity - Literacy Luncheon | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|--|
| Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specially chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child. | Parent Involvement | 10/05/2012 | 10/05/2012 | \$1000 - Title I Part C | Librarian Principal Classroom Teachers Classified Staff |

Goal 2:

Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Reading with Technology - Students will use technology to increase desire to read through activities such as Reading Eggs and Reading Eggress.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students can use individual accounts to access numerous reading passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers |

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Houghton Mifflin Pre-K Language Arts Curriculum. Covered in this curriculum is Alphabet, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction. It is centered around ten themes: Welcome to My School, My Family, My Community, My Five Senses, Seasons All Around, Animals Everywhere, Construction Zone, In the City, In the Country, Let's Move, Growing & Changing, Ready for Kindergarten.

Research Cited:

| Activity - Daily Preschool Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task. | Academic Support Program | 08/30/2013 | 05/02/2014 | \$0 - IDEA | Pre-school Teacher Pre-school assistant |

Strategy2:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

Strategy3:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided be primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Curriculum Assessment and Alignment - Teachers will meet in PLC's led by the District PLC leader to align curriculum to Common Core State Standards. Also, they will develop Common Assessments aligned with curriculum and CCSS.

Research Cited:

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning. | Academic Support Program | 01/18/2013 | 04/01/2013 | \$0 - No Funding Required | Teachers District PLC Leaders Principals |

| Activity - PLC Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|--|---|
| Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$1000 - Title I Part A \$500 - State Funds | Teachers Principals District PLC Leaders |

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers & Curriculum Coach |

Strategy2:

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

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - CIITS Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|--------------------------|--|
| Teachers will utilize CIITS formal on-line webinars and/ or attend school/district face to face training during the school day (common planning time or release time), after school meetings, PLCs, or professional development provided by CIITS school or district manager/ curriculum leads/ principal to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning. | Professional Learning | 02/01/2013 | 05/13/2013 | \$2600 - 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/District Data module to improve and guide instruction. | Academic Support Program | 08/01/2012 | 06/30/2015 | \$2600 - Race to the Top | Teachers Principal CIITS District Manager |

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 to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Progress Monitoring - After RTI/KSI benchmarking all identified students receiving interventions are progress monitored. Progress monitoring is administered according to the tier the child is placed; Tier 1 is progress monitored once every two weeks, Tier 2 is progress monitored weekly, and Tier 3 is progress monitored bi-weekly.

Research Cited:

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | RTI Coordinators |

Strategy2:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - PLC (Profession Learning Community) Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|--|--|
| Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$1000 - Title I Part A \$500 - State Funds | PLC (Professional Learning Community) Leaders Classroom Teachers Principals |

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards. | Direct Instruction | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teachers |

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teacher RTI Interventionist |

Strategy3:

Professional Development - Teachers will analyze student achievement by gap groups relative to state K-Prep and district school assessment systems.

Research Cited:

| Activity - GRECC PD | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers will participate in several PD days led by GRECC Literacy Consultant. At the PD days primary teachers will be trained in deconstructing the new ELA standards, begin the process of unit/assessment building, and creating standards based report cards. Intermediate teachers will begin common unit planning and common assessments planning. | Professional Learning | 08/01/2012 | 05/13/2013 | \$0 - No Funding Required | Primary/Intermediate Teachers Principals |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Test Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Goal 3:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to achieve an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Developing Common Assessments - Teachers will work together in PLC's that are content area specific to develop Common Assessments that are based on the Common Core Standards across all accountability areas.

Research Cited:

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies. | Academic Support Program | 01/07/2013 | 03/25/2013 | \$0 - No Funding Required | PLC Committee members PLC Leaders Classroom Teachers |

Strategy2:

PD 360 - Teachers will use Common Core 360, an on-demand training source that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the standards in school.

Research Cited:

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 4:

Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten.

Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

Goal 5:

Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Stanford 10 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Principal Counselor Classroom Teachers |

| Activity - PLC Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed. | Academic Support Program | 09/16/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 - Other | Kindergarten Classroom Teachers |

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers RTI Interventionists |

| Activity - Discovery Education Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are. | Academic Support Program | 10/21/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

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

Research Cited:

| 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/District Data module to improve and guide instruction. | Academic Support Program | 08/01/2012 | 06/30/2015 | \$2600 - Race to the Top | Teachers Principal CIITS District Manager |

| Activity - CIITS Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|--------------------------|---|
| Teachers will utilize CIITS formal on-line webinars and/ or attend school/district face to face training during the school day (common planning time or release time), after school meetings, PLCs, or professional development provided by CIITS school or district manager/ curriculum leads/ principal to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning. | Professional Learning | 02/01/2013 | 05/13/2013 | \$2600 - Race to the Top | Principal CIITS School/District Manager Curriculum Leads Teachers |

Strategy2:

Math Initiative - Students will be actively engaged in math activities that will increase math awareness. Also, the math initiative will focus clear understanding of math fact fluency, problem solving, and application.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---|
| Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$0 - No Funding Required | Math Recovery Specialist RTI Coordinator |

| Activity - Math Recovery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$41000 - Other | Math Recovery Specialist |

| Activity - Math Club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|---|
| After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data. | Tutoring | 10/15/2012 | 04/22/2013 | \$600 - Other | 21st Century Afterschool Staff Math Teachers |

| Activity - STAR Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Students will be assessed through the STAR math program which will provide the teachers with each students math weaknesses. Teachers can then use these identified math strands to help develop lessons that will target these weaknesses. Also, these reports can be sent to the parents as the students are assessed. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | Math Teachers |

| Activity - Writing Across the Content ~ Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher |

| Activity - Math March Madness | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|-----------------------------------|
| Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded. | Academic Support Program | 03/01/2013 | 03/29/2013 | \$2000 - Other | Math Teachers Principal PTO |

Strategy3:

Curriculum Assessment and Alignment - Teachers will meet in PLC's led by the District PLC leader to align curriculum to Common Core

Comprehensive School Improvement Plan

Salem Elementary School

State Standards. Also, they will develop Common Assessments aligned with curriculum and CCSS.

Research Cited:

| Activity - PLC Meetings | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|--|---|
| Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS. | Professional Learning | 01/02/2013 | 05/13/2013 | \$1000 - Title I Part A \$500 - State Funds | Teachers Principals District PLC Leaders |

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---|
| Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time. | Direct Instruction | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers & Curriculum Coach |

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning. | Academic Support Program | 01/18/2013 | 04/01/2013 | \$0 - No Funding Required | Teachers District PLC Leaders Principals |

Strategy4:

Literacy Initiative - Students, teachers, and families will be actively engaged in literacy activities that will increase reading awareness across the curriculum. Also, the literacy initiatives will focus on reading to learn as a student, classroom, and family.

Research Cited:

| Activity - Literacy Luncheon | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child. | Parent Involvement | 10/05/2012 | 10/05/2012 | \$1000 - Title I Part C | Librarian Principal Classroom Teachers Classified Staff |

| Activity - Book Club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|-------------------------|--|
| Students grades 3-6 enrolled in the 21st Century Afterschool Program will stay during afterschool hours once a week. They will choose a book from a pre-selected book list based on their reading level. As a group they will have to read the assigned chapters and be ready to participate in book discussions as well as complete activities based on the book. | Extra Curricular | 09/24/2012 | 04/22/2013 | \$600 - Other | 21st Century Afterschool Staff Librarian |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Writing Across the Content Areas | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Cneter Activities, and Quick Writes. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regualr Classroom Teacher |

| Activity - Reading Eggpress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Reading Eggpress is a web-based program that students will be able to access at home to invlove parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher Parents |

| Activity - Reading Eggs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|-------------------------|---|
| Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent. | Parent Involvement | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher Parents |

| Activity - Renaissance Learning ~ STAR Reading | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------------|---------------------------------|
| Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents. | Academic Support Program | 08/13/2012 | 04/22/2013 | \$2400 - School Council Funds | Librarian Classroom Teachers |

Strategy5:

RTI/KSI - Students will receive RTI/KSI services that will focus on instructional areas of improvement in math and reading.

Research Cited:

| Activity - RTI/KSI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-6 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teachers Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Team Meetings & Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| he RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

| Activity - RTI/KSI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-6 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Math Recovery, Quarter Mile Math, and ECU Math Fact Fluency. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teacher Classroom Teachers |

| Activity - Intervention Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

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 to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Content Area Network Leaders - Content area leaders will be responsible for attending Network Meetings, sharing information from the meetings through e-mails, copies, PLCs, and creating groups on PD 360.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Network Leader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Content area Network Leaders will attend Content Area Leadership Network meetings throughout the school year. This is intended to build the capacity of each district and school as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators and work toward ensuring that every student is college and career ready. Information learned will be brought back to each leader's school/district and shared with the classroom teachers so every student experiences highly effective teaching/learning and assessment practices in every classroom everyday. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$300 - Title I Part A | ELA Network Leader |

Strategy2:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teacher RTI Interventionist |

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards. | Direct Instruction | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teachers |

| Activity - PLC (Profession Learning Community) Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|--|---|
| Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$500 - State Funds \$1000 - Title I Part A | PLC (Professional Learning Community) Leaders Classroom Teachers Principals |

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

Strategy3:

Progress Monitoring - After RTI/KSI benchmarking all identified students receiving interventions are progress monitored. Progress monitoring is administered according to the tier the child is placed; Tier 1 is progress monitored once every two weeks, Tier 2 is progress monitored weekly, and Tier 3 is progress monitored bi-weekly.

Research Cited:

| Activity - AIMS Web | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will progress monitored using the web based program AIMS Web. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$3300 - District Funding | RTI/KSI highly qualified intervention specialists Classroom Teachers |

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | RTI Coordinators |

Strategy4:

Cold Reads - Teachers will have access to cold reads daily to use within their classroom. Cold Reads supplemental reading passages that students have never seen before. Using Cold Reads helps strengthen reading fluency in a testing format.

Research Cited:

| Activity - Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format. | Academic Support Program | 08/13/2012 | 05/12/2014 | \$0 - No Funding Required | Classroom Teacher Intervention Specialist |

Goal 3:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to achieve an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Best Practices - Teachers will implement a variety of research based best instructional practices within the classroom setting.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Go Math! Curriculum | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use the Go Math! curriculum Kindergarten through 6th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Math Teachers |

| Activity - Eku Fact Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use the Eku Fact Fluency daily in math classrooms 2nd grade through 6th grade to improve students quick recall of math facts. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Math Teachers |

| Activity - Journeys ~ Arts & Humanities/ Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|-------------------------|---|
| Journeys CCSS Reading Series was purchased for the 2013-2014 school year. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - Other | Classroom Reading Teachers RTI Leads |

| Activity - Go Math- Arts & Humanities/Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Arts & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Springboard | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------------------|
| Students will engage in a new Language Arts/Literacy curriculum called Springboard. This curriculum is based on the Common Core Standards and provides activities at a rigorous, high level thinking. All Springboard teachers will attend professional development training in order to be certified to teach the material. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Springboard Certified Teacher |

Strategy2:

Study Island - Study Island, a research web based program will be implemented as a tool for teachers and students to utilize in implementation and preparation for K-Prep assessment.

Research Cited:

| Activity - Study Island | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------------|--------------------|
| Teachers will use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 - School Council Funds | Classroom Teachers |

| Activity - Study Island | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------------|--------------------|
| Students will use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will receive immediate feedback on their assessment showing them both their strengths and weaknesses. | Academic Support Program | 08/13/2012 | 04/29/2013 | \$1200 - School Council Funds | Classroom Teachers |

Strategy3:

Developing Common Assessments - Teachers will work together in PLC's that are content area specific to develop Common Assessments that are based on the Common Core Standards across all accountability areas.

Research Cited:

| Activity - Common Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies. | Academic Support Program | 01/07/2013 | 03/25/2013 | \$0 - No Funding Required | PLC Committee members PLC Leaders Classroom Teachers |

Strategy4:

PD 360 - Teachers will use Common Core 360, an on-demand training source that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the standards in school.

Comprehensive School Improvement Plan

Salem Elementary School

Research Cited:

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 4:

Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Reading with Technology - Students will use technology to increase desire to read through activities such as Reading Eggs and Reading Eggress.

Research Cited:

| Activity - Reading with I-Pads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 - Other | Classroom Teacher RTI/KSI Intervention Specialists |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|----------------------------|
| Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - District Funding | Classroom Reading Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Eggspress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--------------------------------|
| Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avitars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher |

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students can use individual accounts to access numerous reaidng passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers |

Strategy2:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

| Activity - Jouneys RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

Strategy3:

High Interest Reading for Males - Librarian will purchase and have available high interest literature on topics suited for male learners.

Research Cited:

| Activity - Male Mentoring Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Male Staff |

| Activity - Literacy Listening Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 - Other | Librarian |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - High Interest Literature | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| Male learners will have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - Other | Librarian Classroom Teachers Intervention Specialist |

Strategy4:

Including All Learners within the Classroom Setting - Teachers will use gender equity such as: popsicle sticks, boy/girl questioning techniques, tally charts, etc. to ensure that male learners are included and participating within the classroom.

Research Cited:

| Activity - Gender Equity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learners. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 5:

Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy1:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

Research Cited:

| Activity - RTI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 - Other | RTI teachers teachers |

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKU Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Strategy2:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Research Cited:

| Activity - Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|------------------------|
| Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - State Funds | Certified Staff Member |

| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------|
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 - State Funds | Certified Staff Members |

Goal 6:

Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten.

Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

Strategy2:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Houghton Mifflin Pre-K Language Arts Curriculum. Covered in this curriculum is Alphabet, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction. It is centered around ten themes: Welcome to My School, My Family, My Community, My Five Senses,

Comprehensive School Improvement Plan

Salem Elementary School

Seasons All Around, Animals Everywhere, Construction Zone, In the City, In the Country, Let's Move, Growing & Changing, Ready for Kindergarten.

Research Cited:

| Activity - Daily Preschool Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task. | Academic Support Program | 08/30/2013 | 05/02/2014 | \$0 - IDEA | Pre-school Teacher Pre-school assistant |

Strategy3:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

Goal 7:

Decrease the novice percentage of male learners from 56.5% to 53.5% in math

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Comprehensive School Improvement Plan

Salem Elementary School

Strategy1:

Using Technology with Male Learners - Male Learners in grade 3-5 will use technology to decrease the percentage of novice.

Research Cited:

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEb-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - IPADS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - Go Math Interactive Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------|
| Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Math Teachers |

Strategy2:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Research Cited:

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--------------------------------|
| RTI Male learners will participate in early morning computer lab to strenthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom teachers on bus duty |

| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Male RTI students will use the intervtenion in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | RTI Coordinators Classroom Teachers |

Goal 8:

Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

Comprehensive School Improvement Plan

Salem Elementary School

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

Research Cited:

| Activity - Discovery Education Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are. | Academic Support Program | 10/21/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 - Other | Kindergarten Classroom Teachers |

| Activity - PLC Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed. | Academic Support Program | 09/16/2013 | 05/12/2014 | \$0 - No Funding Required | Regular Education Teachers |

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers RTI Interventionists |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Stanford 10 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Principal Counselor Classroom Teachers |

Goal 9:

Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 59.1 % to 55.0 % and in math from 40.9% to 36.0%.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Mathematics by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

One-on-One Math Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

| Activity - Manipulatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

| Activity - Computer Programs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

Strategy2:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook Six Approaches to Co-Teaching

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher Special Education Teacher Special Education Assistant |

| Activity - Station Teaching ~ Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

Measurable Objective 2:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Reading by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

One-on-One Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

| Activity - SRA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level. | Academic Support Program | 05/16/2014 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

| Activity - Reading Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teachers |

Strategy2:

Co-Teaching Reading - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook ~ 6 Approaches to Co-Teaching

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Station Teaching ~ Literacy Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|-------------------|-----------------|------------------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|-------------------|-----------------|------------------------------------|--|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

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

Research Cited:

| Activity - CIITS Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|-------------------|-----------------|------------------------------------|--|
| Teachers will utilize CIITS formal on-line webinars and/ or attend school/district face to face training during the school day (common planning time or release time), after school meetings, PLCs, or professional development provided by CIITS school or district manager/ curriculum leads/ principal to learn how to incorporate CIITS resources into their planning, professional growth, teaching, and learning. | Professional Learning | 02/01/2013 | 05/13/2013 | \$2600 - 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/District Data module to improve and guide instruction. | Academic Support Program | 08/01/2012 | 06/30/2015 | \$2600 - Race to the Top | Teachers Principal CIITS District Manager |

Strategy2:

RTI/KSI - Students will receive RTI/KSI services that will focus on instructional areas of improvement in math and reading.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Team Meetings & Data Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| he RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

| Activity - RTI/KSI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| K-6 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Math Recovery, Quarter Mile Math, and ECU Math Fact Fluency. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teacher Classroom Teachers |

| Activity - Intervention Scheduling | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time. | Academic Support Program | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | RTI Interventionist Classroom Teacher |

| Activity - RTI/KSI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-6 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program. | Academic Support Program | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | RTI/KSI highly qualified intervention teachers Classroom 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

Measurable Objective 1:

collaborate to increase to the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Goal 3:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to acheive an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Best Practices - Teachers will implement a variety of research based best instructional practices within the classroom setting.

Research Cited:

| Activity - EKU Fact Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will use the EKU Fact Fluency daily in math classrooms 2nd grade through 6th grade to improve students quick recall of math facts. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Math Teachers |

Strategy2:

PD 360 - Teachers will use Common Core 360, an on-demand training source that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the standards in school.

Research Cited:

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| Teachers will use PD 360 to advance professionally. They can access PD videos that are focused in the specific content area or professional topic that they need. Also, teachers can read LiveBooks which are offered on a variety of Common Core Topics or view other teachers implementing lessons in their classrooms on specific standards. Lastly, teachers can access a chat board with other content teachers to receive answers to questions. | Professional Learning | 01/14/2013 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Goal 4:

Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:

Comprehensive School Improvement Plan

Salem Elementary School

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

| Activity - Jouneys RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|---|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

Goal 5:

Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy1:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

Research Cited:

| Activity - RTI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 - Other | RTI teachers teachers |

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Strategy2:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Research Cited:

| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|---------------------------|
| Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - State Funds | Certified Staff Member |

| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|----------------------------|
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 - State Funds | Certified Staff Members |

Goal 6:

Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Comprehensive School Improvement Plan

Salem Elementary School

Strategy1:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

Goal 7:

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

Measurable Objective 1:

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

Strategy1:

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

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| 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 TPGES practices and keep documentation and evidence as required. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers and principal |

| Activity - Highly Effective Teacher Training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|--|
| Teachers will participate in Lync on-line and district/school TPGES trainings in an effort to achieve highly TPGES standards | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | All teachers, principals, District PGES Coordinator, and District PD Coordinator |

| 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. | Professional Learning | 05/01/2013 | 06/30/2015 | \$0 - Other | Principal |

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 - SES Principal will attend state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's 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 |
|--|-----------------------|------------|------------|-------------------------|--------------------------------|
| SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective. | Professional Learning | 05/01/2013 | 06/30/2015 | \$250 - Other | Principal and PGES Coordinator |

| Activity - Highly Effective Principal Practices | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|-------------------------|-------------------|
| SES 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 - Other | Principal |

Goal 8:

Decrease the novice percentage of male learners from 56.5% to 53.5% in math

Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Strategy1:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Research Cited:

| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | RTI Coordinators Classroom Teachers |

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--------------------------------|
| RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com , and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom teachers on bus duty |

Narrative:

Our school receives funding from Federal, State, and Local programs. Some of the sources we get money from is: Title 1, Title 2, KERA, IDEA, and a grant we recently received called Race To The Top from the GRECC cooperative.

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 Salem Elementary stakeholders are as follows: Amy Roy, Adanta; Kelley Wright, classroom teacher; Janet Owens, Superior Battery; Angela Bennett, parent/Bennett's Carpets; Rick Neff, Pastor New Victory Baptist Church; Beth Blevins, Parent/Lake Cumberland Properties; Nick Shearer, Bank of Jamestown; Junie Gosser, Parent/ Farmer; Phil Carney, Family Resource Center, Dorothy Parson, school guidance counselor, KJ Webb, RTI/Regular Education Teacher.

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: 3.14

| | 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). | Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.) | Distinguished |

| | 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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement. | Distinguished |

| | 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. | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Proficient |

| | 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). | Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference. | Novice |

| | 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 |

Comprehensive School Improvement Plan

Salem Elementary School

| | 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 |

Comprehensive School Improvement Plan

Salem Elementary School

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

| | Statement or Question | Response | Rating |
|----|---|---|---------------|
| 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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements. | Distinguished |

| | 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. | <p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 | <p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • 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. | <p>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.</p> | <p>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p> | Distinguished |

| | Statement or Question | Response | Rating |
|----|--|--|---------------|
| 3. | <p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p> | <p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p> | Distinguished |

| | Statement or Question | Response | Rating |
|----|---|---|------------|
| 4. | <p>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.</p> | <p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p> | Apprentice |

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

Comprehensive School Improvement Plan

Salem Elementary School

| | 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 are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources.) | Apprentice |

| | 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. | District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs. | Distinguished |

Reflection

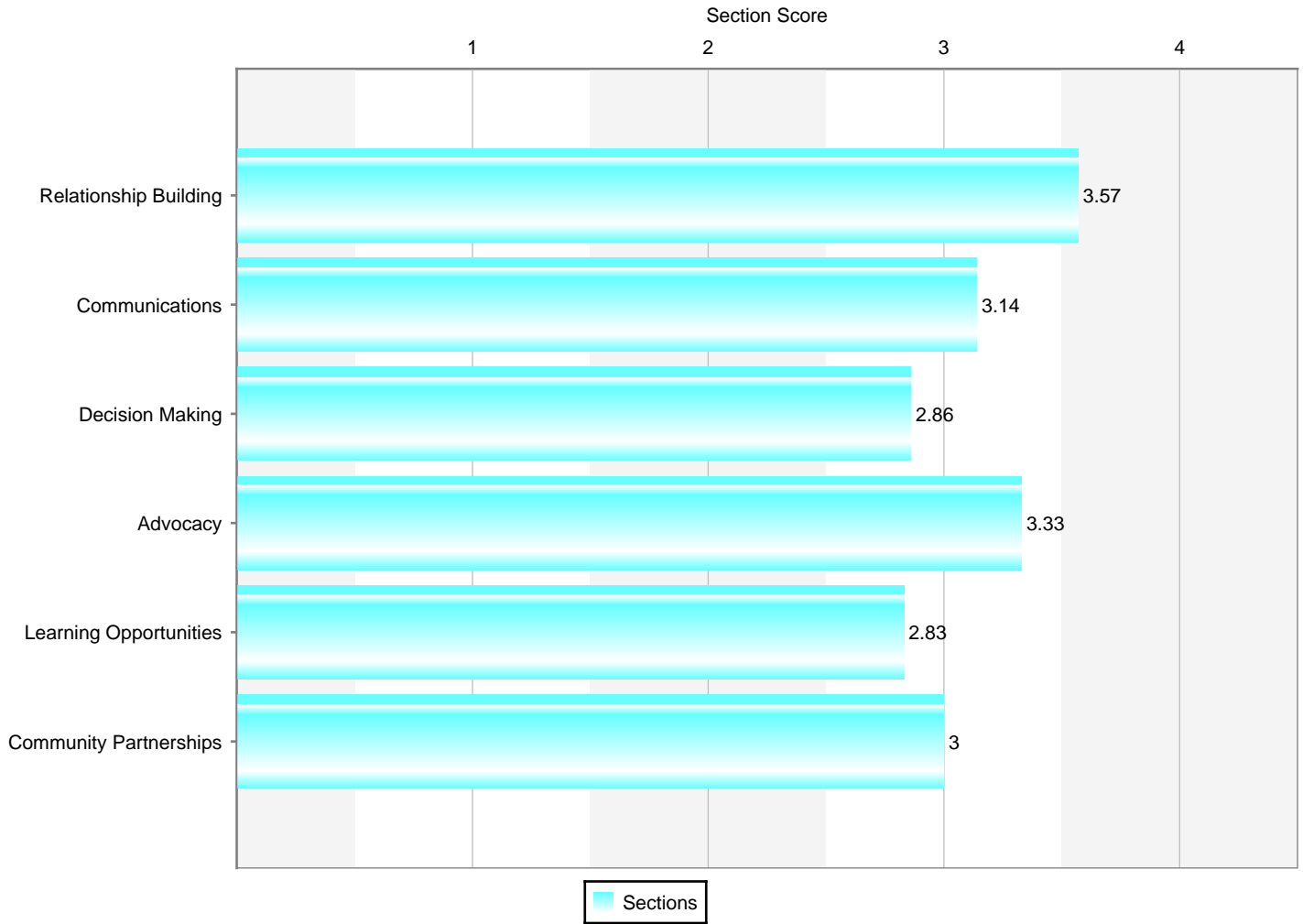
Reflect upon your responses to each of the Missing Piece objectives.

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

One area of strength for Salem Elementary is that we have a personal relationship with the parents of our students. We work really hard at keeping the lines of communication open so that the students' needs are first and foremost. However one area of need is scheduling time for parent/teacher conferences. Although we talk to our parents weekly through phone calls, emails, and quick meetings, we do not have formal scheduled parent teacher conferences. We plan to implement parent/teacher conferences in the 2014 spring semester. Another area of strength for SES is our ability to inform our parents about what the students are expected to master according to CC state standards. However, we exhibit an area of weakness in that we do not offer academic support so our parents will be able to help their children. This was addressed as an area of concern at our stakeholders meeting. This will be addressed by possibly incorporating homework workshops, partnering with the high school for tutoring, and using the teacher websites for homework hotlines.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A variety of stakeholders were involved in meetings and CSIP discussions. Stakeholders were selected by identifying key Salem community businesses and community officials who had an invested interest in the success of our students. Stakeholders were notified, roles were explained, and they were asked to participate. Once a compatible date for everyone was confirmed, a meeting was set. The first meeting was set for November 21, 2013. The meeting was led by the principal, Terry Grider.

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

The Salem Elementary stakeholders are as follows: Amy Roy, Adanta; Kelley Wright, classroom teacher; Janet Owens, Superior Battery; Angela Bennett, parent/Bennett's Carpets; Rick Neff, Pastor New Victory Baptist Church; Beth Blevins, Parent/Lake Cumberland Properties; Nick Shearer, Bank of Jamestown; Junie Gosser, Parent/Farmer; Phil Carney, Family Resource Center, Dorothy Parson, school guidance counselor, KJ Webb, RTI/Regular Education Teacher. Responsibilities included taking an overall look at the groundwork done on the CSIP, looking at targeted testing needs, identifying areas of improvement, discussing current program being implemented, and making suggestions on how to better serve our students.

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

This is the beginning of this process for SES as it was an area of improvement for us last year. After this initial meeting we agreed to meet back at the beginning of 2014 to take a look at the final improvement plan. At this time, we can use this meeting as a monitoring process for our CSIP and add any progress notes that are needed.

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 | The plan has been revised since then and the new plan will be reviewed with staff. | |

| 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 | | |

Comprehensive School Improvement Plan

Salem Elementary School

| 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 http://www.lrc.ky.gov/kar/815/010/060.htm 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 http://www.lrc.ky.gov/kar/815/010/060.htm 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:

Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

Research Cited:

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers RTI Interventionists |

| Activity - Stanford 10 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Principal Counselor Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 - Other | Kindergarten Classroom Teachers |

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

Goal 1:

Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

collaborate to make assessment data available in a timely manner by 05/16/2014 as measured by impact on student learning.

Strategy1:

Local/School Assessments - SES uses a variety of assessments to evaluate student progress throughout the school year. Some of these include Discovery Education Benchmarking Assessments, Stanford 10 (K-2), Brigance Training (Kindergarten) These assessments will be scored and presented to teachers in a timely manner for the teachers to have access to the results to make decisions that will impact classroom instruction.

Research Cited:

| Activity - Benchmark Tests | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show. | Academic Support Program | 09/23/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers RTI Interventionists |

| Activity - Stanford 10 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Principal Counselor Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Brigance Scores | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|---------------------------------|
| Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten. | Academic Support Program | 08/07/2013 | 05/16/2014 | \$500 - Other | Kindergarten Classroom Teachers |

All children were screened for kindergarten readiness.

Goal 1:

Increase kindergarten readiness skills of preschool students and strengthen core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

Strategy2:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Houghton Mifflin Pre-K Language Arts Curriculum. Covered in this curriculum is Alphabet, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction. It is centered around ten themes: Welcome to My School, My Family, My Community, My Five Senses, Seasons All Around, Animals Everywhere, Construction Zone, In the City, In the Country, Let's Move, Growing & Changing, Ready for Kindergarten.

Research Cited:

| Activity - Daily Preschool Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task. | Academic Support Program | 08/30/2013 | 05/02/2014 | \$0 - IDEA | Pre-school Teacher Pre-school assistant |

Strategy3:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

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

Goal 1:

Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

Strategy2:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Strategy3:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Houghton Mifflin Pre-K Language Arts Curriculum. Covered in this curriculum is Alphabet, Science, Social studies, Math, and Art. The curriculum includes small

Comprehensive School Improvement Plan

Salem Elementary School

group and whole group instruction. It is centered around ten themes: Welcome to My School, My Family, My Community, My Five Senses, Seasons All Around, Animals Everywhere, Construction Zone, In the City, In the Country, Let's Move, Growing & Changing, Ready for Kindergarten.

Research Cited:

| Activity - Daily Preschool Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task. | Academic Support Program | 08/30/2013 | 05/02/2014 | \$0 - IDEA | Pre-school Teacher Pre-school assistant |

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

Goal 1:

Decrease the novice percentage of all learners in grades 3-5 from 53.5% to 48.5% in reading.

Measurable Objective 1:

A 5% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in English Language Arts by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

RTI/KSI Interventions - RTI Interventions will be provided to qualifying students to help them in identified reading weaknesses.

Research Cited: RTI/KSI

| Activity - Journeys Fluency Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement. | Technology | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

| Activity - Jouneys RTI | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| The Journeys CCSS reading Series comes with Wite in Readers and Literacy ToolKits for each grade level. | Tutoring | 08/07/2013 | 05/16/2014 | \$7000 - Other | RTI Coordinators Classroom Teachers |

Strategy2:

Reading with Technology - Students will use technology to increase desire to read through activites such as Reading Eggs and Reading Egpress.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students can use individual accounts to access numerous reading passages and streaming videos. | Direct Instruction | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | Classroom Teachers |

| Activity - Reading Eggspress | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|-------------------------|--------------------------------|
| Male students will build reading and comprehension skills through the research web based program Reading Eggspress. This is a high interest reading program for males as they get to build avatars, compete in head to head contest in a stadium, and work out in the comprehension gym. | Technology | 01/07/2013 | 05/13/2013 | \$2000 - Booster Fund | Librarian Classroom Teacher |

| Activity - Journeys CCSS Reading Series | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|----------------------------|
| Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$7000 - District Funding | Classroom Reading Teachers |

| Activity - Reading with I-Pads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|--|
| In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level. | Technology | 08/20/2012 | 05/13/2013 | \$2000 - Other | Classroom Teacher RTI/KSI Intervention Specialists |

Strategy3:

Including All Learners within the Classroom Setting - Teachers will use gender equity such as: popsicle sticks, boy/girl questioning techniques, tally charts, etc. to ensure that male learners are included and participating within the classroom.

Research Cited:

| Activity - Gender Equity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learners. | Direct Instruction | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

Strategy4:

High Interest Reading for Males - Librarian will purchase and have available high interest literature on topics suited for male learners.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - High Interest Literature | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Male learners will have available high interest literature such as magaazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - Other | Librarian Classroom Teachers Intervention Specialist |

| Activity - Literacy Listening Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Male learners will use listening centers to strengthen literacy skills. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$500 - Other | Librarian |

| Activity - Male Mentoring Reading Program | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Male Staff |

Goal 2:

Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/20/2013 as measured by Brigance.

Strategy1:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Houghton Mifflin Pre-K Language Arts Curriculum. Covered is this curriculum is Alphabet, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction. It is centered around ten themes: Welcome to My School, My Family, My Community, My Five Senses, Seasons All Around, Animals Everywhere, Construction Zone, In the City, In the Country, Let's Move, Growing & Changing, Ready for Kindergarten.

Research Cited:

| Activity - Daily Preschool Schedule | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|--|
| Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task. | Academic Support Program | 08/30/2013 | 05/02/2014 | \$0 - IDEA | Pre-school Teacher Pre-school assistant |

Strategy2:

Professional Development - Teachers will attend and participate in professional development that will focus on reducing the gaps with "at

Comprehensive School Improvement Plan

Salem Elementary School

risk" preschool age students to strengthen readiness skills for Kindergarten and improve the Language "Core" in Kindergarten.

Research Cited:

| Activity - Preschool Pals | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--|
| A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies. | Academic Support Program | 11/15/2013 | 05/16/2014 | \$800 - Grant Funds | Private Pre-school/ In home Daycares Race to the Top Grant |

| Activity - PLC Meetings ~ Preschool | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------|
| Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students. | Professional Learning | 09/17/2012 | 04/22/2013 | \$0 - No Funding Required | Pre-school Teachers |

| Activity - Primary Institute | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|--|
| Kindergarten teachers will attend a three day primary institute to be trained on deconstructing the new ELA standards and began the process of unit and assessment building. This training will be provided by primary literacy consultants and a GRREC primary literacy consultant. | Professional Learning | 08/01/2012 | 08/03/2012 | \$0 - No Funding Required | Kindergarten Teachers RTI/KSI Intervention Specialists Principal |

| Activity - PLC Meetings ~ Kindergarten | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|-------------------------|-----------------------|
| Kindergarten teachers will attend PLC meetings schedule by the District Curriculum Coach and a GRREC literacy consultant to assist in developing unit plans and common assessments. | Professional Learning | 08/20/2012 | 04/22/2013 | \$1000 - Title I Part A | Kindergarten Teachers |

Strategy3:

RTI/KSI Intervention - The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Discovery Education Benchmarking & teacher recommendations.

Research Cited:

| Activity - Easy CBM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--|
| Easy CBM will be used to progress monitor students in kindergarten beginning the 2013-2014 school year. Measures being used are letter naming and letter sounds. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Intervention Specialist Regular Classroom Teacher |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the AIMS Web benchmarking. Students will receive interventions using Math Recovery, Number Worlds, and Go Math Interventions. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$0 - No Funding Required | Interventions Specialist Classroom Teacher |

| Activity - Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom 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 to the average combined reading and math proficieny ratings for all students in the non-duplicated gap from 54.2% to 58.8% by May 13, 2013 as measured by K-Prep. by 05/13/2013 as measured by Unbridled Learning Formula.

Strategy1:

Progress Monitoring - After RTI/KSI benchmarking all identified students receiving interventions are porgress monitored. Progress monitoring is administered according to the tier the child is placed; Tier 1 is progress monitored once every two weeks, Tier 2 is progress monitored weekly, and Tier 3 is progress monitored bi-weekly.

Research Cited:

| Activity - Discovery Education | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Discovery Education has a Progress monitoring section thurgh the RTI component. Identified RTI students are progress monitored using online probes thurgh Discovery Education. | Academic Support Program | 10/07/2013 | 05/16/2014 | \$2500 - District Funding | RTI Coordinators |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - AIMS Web | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will progress monitored using the web based program AIMS Web. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$3300 - District Funding | RTI/KSI highly qualified intervention specialists Classroom Teachers |

Strategy2:

Best Practices - Teachers will develop a bank of intervention strategies that are research-based and matched to individual student needs with ways to determine effectiveness.

Research Cited:

| Activity - Parent Communication | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--|
| Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits. | Parent Involvement | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teacher RTI Interventionist |

| Activity - Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards. | Direct Instruction | 08/12/2013 | 05/15/2014 | \$0 - No Funding Required | Classroom Teachers |

| Activity - PLC (Profession Learning Community) Meeting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|--|---|
| Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom. | Professional Learning | 08/21/2012 | 04/22/2013 | \$500 - State Funds \$1000 - Title I Part A | PLC (Professional Learning Community) Leaders Classroom Teachers Principals |

| Activity - PD 360 | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will use the PD 360 an on-demand training resource that can lead any educator from the most basic understanding of the Common Core to mastery-level implementation of the Standards in schools. | Professional Learning | 01/07/2013 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

Strategy3:

Best Practices - Salem Elementary will determine the assignment of staff(strengths) to best serve the identified students and define the use of instructional best practices.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - SBDM | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught. | Direct Instruction | 06/04/2012 | 06/03/2013 | \$0 - No Funding Required | SBDM Council teachers |

Strategy4:

Content Area Network Leaders - Content area leaders will be responsible for attending Network Meetings, sharing information from the meetings through e-mails, copies, PLCs, and creating groups on PD 360.

Research Cited:

| Activity - Network Leader | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------|
| Content area Network Leaders will attend Content Area Leadership Network meetings throughout the school year. This is intended to build the capacity of each district and school as they implement Kentucky's Core Academic Standards, develop assessment literacy among all educators and work toward ensuring that every student is college and career ready. Information learned will be brought back to each leader's school/district and shared with the classroom teachers so every student experiences highly effective teaching/learning and assessment practices in every classroom everyday. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$300 - Title I Part A | ELA Network Leader |

Strategy5:

Cold Reads - Teachers will have access to cold reads daily to use within their classroom. Cold Reads supplemental reading passages that students have never seen before. Using Cold Reads helps strengthen reading fluency in a testing format.

Research Cited:

| Activity - Daily Cold Reads | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format. | Academic Support Program | 08/13/2012 | 05/12/2014 | \$0 - No Funding Required | Classroom Teacher Intervention Specialist |

Strategy6:

Professional Development - Teachers will analyze student achievement by gap groups relative to state K-Prep and district school assessment systems.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Test Analysis | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 - No Funding Required | Principal Classroom Teachers |

| Activity - GRECC PD | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---|
| Teachers will participate in several PD days led by GRECC Literacy Consultant. At the PD days primary teachers will be trained in deconstructing the new ELA standards, begin the process of unit/assessment building, and creating standards based report cards. Intermediate teachers will begin common unit planning and common assessments planning. | Professional Learning | 08/01/2012 | 05/13/2013 | \$0 - No Funding Required | Primary/Intermediate Teachers Principals |

Goal 2:

Increase the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading by 5%.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency in reading and math in English Language Arts by 04/22/2014 as measured by Unbridled Learning Formula.

Strategy1:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Research Cited:

| Activity - Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards. | Direct Instruction | 08/20/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers |

| Activity - Extended Before School Services | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|------------------------|
| Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$1000 - State Funds | Certified Staff Member |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Before/After School Tutoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------------|
| Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need. | Academic Support Program | 11/06/2012 | 04/22/2013 | \$3200 - State Funds | Certified Staff Members |

Strategy2:

Professional Development - Teachers will participate in a Professional Development day in which test scores are analyzed. They will then look at the testing data from the subgroups, in particular Free and Reduced lunch to identify those students.

Research Cited:

| Activity - FRAA (Free Reduced Academic Awareness) Activity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|---------------------------------|
| Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them. | Professional Learning | 11/05/2012 | 05/13/2013 | \$0 - No Funding Required | Classroom Teachers Principal |

Strategy3:

RTI Benchmarking and Progress Monitoring - In the Fall, students are benchmarked through RTI. Results of that test identify students who are in need of extra help through progress monitoring. Students who do not qualify for progress monitoring that are identified as free and reduced will be targeted and monitored by the classroom teacher.

Research Cited:

| Activity - RTI Benchmarking and Progress Monitoring | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-------------------------|--------------------------|
| Students will be progress monitored (AIMS Web) to show areas of weakness. ILP's will be developed to get these students on track to proficiency. | Academic Support Program | 08/13/2012 | 05/13/2013 | \$3300 - Other | RTI teachers teachers |

| Activity - RTI Math Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKU Math Fact Fluency and Quarter Mile Math. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - RTI Reading Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. | Academic Support Program | 08/20/2012 | 04/22/2013 | \$0 - No Funding Required | RTI/KSI Intervention Specialists Classroom Teachers |

Goal 3:

Decrease the novice percentage of male learners from 56.5% to 53.5% in math

Measurable Objective 1:

A 3% decrease of All Students will demonstrate a proficiency effort in decreasing the overall novice percentage in Mathematics by 04/18/2014 as measured by KPREP Testing.

Strategy1:

Using Technology with Male Learners - Male Learners in grade 3-5 will use technology to decrease the percentage of novice.

Research Cited:

| Activity - Math Whizz | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|--|
| Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEB-based Math program. | Technology | 09/25/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - IPADS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--|
| IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency. | Direct Instruction | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Teachers RTI Coordinators |

| Activity - Go Math Interactive Tools | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|-------------------------|
| Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math. | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom Math Teachers |

Strategy2:

RTI Math Interventions - Male students identified as RTI students will receive extra instruction using research based interventions.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Go Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--|
| Male RTI students will use the intervention in the Go Math series to strengthen math skills. | Tutoring | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | RTI Coordinators Classroom Teachers |

| Activity - Early Morning Computer Lab | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------|------------|------------|---------------------------|--------------------------------|
| RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact | Technology | 08/07/2013 | 05/16/2014 | \$0 - No Funding Required | Classroom teachers on bus duty |

Goal 4:

Decrease overall novice percentage of students with disabilities in reading/language arts from 59.1% to 55.0% and in math from 40.9% to 36.0%.

Measurable Objective 1:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Mathematics by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook Six Approaches to Co-Teaching

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/09/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher Special Education Teacher Special Education Assistant |

| Activity - Station Teaching ~ Math Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 03/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

Strategy2:

One-on-One Math Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Comprehensive School Improvement Plan

Salem Elementary School

Research Cited:

| Activity - Manipulatives | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

| Activity - Computer Programs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

Measurable Objective 2:

A 4% decrease of All Students will demonstrate a proficiency in decreasing the overall novice percentage in Reading by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Co-Teaching Reading - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Research Cited: Marilyn Friend/Lynn Cook ~ 6 Approaches to Co-Teaching

| Activity - Station Teaching ~ Literacy Centers | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

| Activity - Alternative Teaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher Special Education Teacher |

Strategy2:

One-on-One Instruction - Students are worked with one on and one to provide instruction on their individual skill level.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Reading Fluency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|----------------------------|
| Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Special Education Teachers |

| Activity - SRA | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level. | Academic Support Program | 05/16/2014 | 05/16/2014 | \$0 - No Funding Required | Special Education Teacher |

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

Goal 1:

Increase the averaged 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 Salem Elementary from 44.5 to 50.1 by May 2013 as measured by K-Prep. by 05/13/2013 as measured by the Unbridled Learning Formula.

Strategy1:

Math Initiative - Students will be actively engaged in math activities that will increase math awareness. Also, the math initiative will focus clear understanding of math fact fluency, problem solving, and application.

Research Cited:

| Activity - Writing Across the Content ~ Math | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Education Teacher |

Strategy2:

Literacy Initiative - Students, teachers, and families will be actively engaged in literacy activities that will increase reading awareness across the curriculum. Also, the literacy initiatives will focus on reading to learn as a student, classroom, and family.

Research Cited:

Comprehensive School Improvement Plan

Salem Elementary School

| Activity - Writing Across the Content Areas | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|---------------------------|
| Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Center Activities, and Quick Writes. | Academic Support Program | 08/19/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

Goal 2:

Increase the Annual Measurable Objective by a 0.5 % gain in overall accountability from 61.5% to 62.0%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 0.5% to achieve an overall total of 62.0% by 05/16/2014 as measured by Unbridled Learning Formula.

Strategy1:

Best Practices - Teachers will implement a variety of research based best instructional practices within the classroom setting.

Research Cited:

| Activity - Go Math- Arts & Humanities/Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Arts & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |

| Activity - Journeys ~ Arts & Humanities/ Practical Living | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------------|
| Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence. | Direct Instruction | 08/12/2013 | 05/16/2014 | \$0 - No Funding Required | Regular Classroom Teacher |