



KDE Comprehensive School Improvement Plan

Jamestown Elementary School
Russell County

Diane Blankenship, Principal
342 S Main Street
Jamestown, KY 42629

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Jamestown Elementary School is one of three elementary schools located in the southern part of Russell County near the beautiful Lake Cumberland. Jamestown Elementary serves 500 students in preschool through 5th grade. Our kindergarten and first grades are self-contained while our second grade through fifth grade classrooms are departmentalized. This allows our students to have an equal amount of time in all content areas. 100% of our teachers are highly-qualified and trained to focus on specific content standards as they challenge students in all grades with a rigorous curriculum

Our population is significantly at-risk as evidenced by 72% qualifying for free and reduced lunch and a significant number living in non-traditional homes. Currently, 19% of our students receive special education services. In addition to our regular classroom teachers, we have one full time guidance counselor, library media specialist, physical education teacher, and a Family Resource Center.

JES has experienced numerous changes over the past 3 years in our demographics. Last year, our district closed Union Chapel sending approximately 60% of their student population to our school. Another change was the opening of the Russell County 6th Grade Center located at the Russell County ANC Complex. During the transition, we lost 2 of our teachers and gained 3 from Union Chapel. JES has also encountered administrative changes during the 2014-15 school year. Diane Blankenship was hired as the new principal and Jamie Shearer was also added to the staff as a new assistant principal.

In the summer of 2014, construction on Wolfe Creek Dam was completed and the diverse, cultural population we had seen for the last five years changed as families moved back to their home countries or on to new job locations. In October 2014, Fruit of the Loom closed and our community lost hundreds of jobs. This loss of income and stability has devastated many families and left numerous students with one or both parents facing unemployment.

Another challenge facing JES faculty and staff is the increased number of students being raised by grandparents, family members, and foster parents. Our students come to us with academic, social, and emotional needs. Jamestown Elementary strives to meet all of our students' needs while they are in our care and we continue to reach out to support and partner with parents/guardians in our mission to educate all children.

Jamestown Elementary School's CSIP reflects strategies to address our priorities and needs as well as a specific outlined plan to accomplish our goals and improve overall student achievement. Included in our plan are strategies such as effective professional development and teacher growth opportunities through collaboration with various educational cooperatives. Also, we are planning ways to collaborate with parents and community in efforts to increase kindergarten readiness. We plan to purchase materials and resources to help improve reading and math for all students. Our school receives great community and parental support and is highly committed to the achievement of the school's improvement goals in the following years.

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.

Jamestown 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 creating a culture of high expectations and challenging students everyday. This is our second year as a Leader In Me school. JES has focused on the 7 Habits, common language and lesson/activities with whole school participation. Our students have created Leadership Notebooks displaying student work, achievements and goals.

We are in process of creating a common vision/mission statement for our school. We will seek input from teachers, staff, parents, and community stakeholders before creating a cohesive statement. Our mission as a school is to help every student grow to his/her fullest potential. We want every day of school to be a positive experience for every student. When we have our final mission and vision statements, we will order our priorities as a school around them.

All students participate in classrooms where the curriculum is presented through rigorous instruction and supplemented by standards-based programs such as GO Math and Journeys Reading. Other strategies intended to provide individualized instruction include an intensive RTI program targeting every student at Tier 1 level and specifically targeting those students who are struggling in math and reading for interventions through Tiers 2 and 3. On Wednesday we have built time into our schedule for the PRIDE program, which enhances learning in several areas such as arts and humanities, wellness, foreign language, practical living and career studies. Morning Assembly each day has a specific learning focus for students and provides a supplement to World Languages, Arts and Humanities, Leader in Me, Wellness, and Career Focus through a quick lesson with every child in our building. We also have a Character Counts program every Friday that encourages positive character traits in every child and promotes good leadership skills for life. We believe that character development is a worthy investment of time in our children.

Teachers use research-based teaching strategies and programs for enrichment of student learning. We have a comprehensive Rtl program in place to help students achieve proficiency in the standards and before and after school programs in place for support. Teachers plan together, progress monitor individual students, analyze data together, and provide individualized instruction for students within each classroom. We are dedicated to our families to help create life long learners.

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.

At JES, we are always proud of our students' accomplishments. We hold award ceremonies every nine weeks to recognize student achievement with Accelerated Reader, academics, attendance, and behavior. Every year to increase math fluency, we host a Super Math Bowl for both primary and intermediate grades with great prizes for the top 12 competitors in each group. Last year, our JES Academic Team won the overall 2013-14 district title, placing first in Future Problem Solving, first in Quick Recall, and had numerous students placing in written composition and subject area tests.

Our Family Resource Center sponsors several school-wide activities each year to help our community. One activity is a coat drive where students bring in gently used coats to be donated to families in need. We also partner with WJRS, "Cram the Cruiser", and God's Food Pantry with canned food drives every year. With the food and monetary donations, meals are put together and delivered to struggling families on Christmas Eve. Our Family Resource Center also offers outstanding after school services Monday through Thursday which includes free healthy snacks, homework assistance, and enrichment activities. Students have opportunities to participate in drama, choir, art, physical fitness, all beyond the regular school day. Two JES students won first place trophies in the 2014 County-Wide Cross Country Track meet for the finishing with the fastest times of any boy and girl in the district.

We have a great 4-H program for 4th and 5th graders which allows many opportunities for students to show leadership, and demonstrate skills in poetry, public speaking, animal/health science, and floral/craft design. 4-H clubs and activities strengthen leadership skills, develop career interests, and encourage students to become responsible, goal-oriented, and well prepared for their future. Year after year, JES continues to showcase the various talents of our students at the school level, district level, and even at the state level.

We also take great pride in our students' compassion for others and desire to give back to our community and those in need. For the last two years, JES students have raised over \$4,000 by participating in the Leukemia and Lymphoma Society's "Pennies for Patients" campaign to help children diagnosed with various blood cancers. Students at Jamestown Elementary embark on several other charitable missions each year. In the past we have held Kleenex missions where we take donated boxes of Kleenex to the nursing home. We collected Flip-Flops to send to children in Haiti and collected relief items for victims of natural disasters in various parts of the world. For our military, we have created care packages and sent Christmas cards to show our love and support for deployed soldiers. We also see examples of individual student initiatives to help others with toy drives and food for the needy drives. We are so proud to see our students showing selflessness and true desire to help those in need and those less fortunate.

Over the next three years, our focus for improvement will include student empowerment, ownership of learning, and improvement in overall reading, math, and writing. We are a GRREC district and have access to quality PD and training for teachers, which we will continue to utilize to the fullest. In the 2015-2016 school year, we will implement a new PBIS system to track and monitor student behavior. Also, to develop character, strengthen leadership, and increase student ownership of learning, we will continue with the Leader in Me program, Character Counts program, and the PRIDE (Proficient, Responsible, Independent, Dedicated, Educated) program, all of which benefit every child at JES.

Additional Information

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

Students are entering Kindergarten with a lack of readiness and data indicates this is a continuing trend. To address this area of need, we will offer Kindergarten readiness camps during the summer to help parents know the areas of focus for their students' improvement. We will host Math Information Nights/Parent Training to assist parents with upcoming curriculum topics so they can gain knowledge of math strategies that are used in the classroom and how they can support their children's learning at home. We also plan to host Family Reading Nights to emphasize the importance of reading while encouraging parents spend time each day reading to or with their children.

2014-2015 Jamestown Elementary School CSIP

Overview

Plan Name

2014-2015 Jamestown Elementary School CSIP

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 6 Activities: 29	Organizational	\$67552
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: 3 Activities: 20	Organizational	\$111490
3	To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.	Objectives: 1 Strategies: 2 Activities: 7	Organizational	\$1900
4	Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) from ___% in 2015 to ___% by 2020. Percentage to be computed after baseline is set.	Objectives: 3 Strategies: 5 Activities: 10	Organizational	\$4600
5	JES will prepare students in grades Pre-K through grade 3 to be on target with grade level readiness.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$10800
6	All grade levels will integrate Program Review requirements into their curriculum across all content areas.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Jamestown Elementary from 50.7 to 64.4 by 06/01/2016 as measured by K-Prep.

Strategy 1:

Building Math Fluency - Teachers will use a variety of instructional strategies and programs to help students build fluency and memorization of basic math facts. On-Line Programs include Go Math, Moby Max, Math Whiz. Classroom Activities include Flash Back Fridays, 4th Grade Calendar Math, 3rd and 4th Grade Math Fact Parties. CRA Method(Concrete, Representational,and Abstract) is used daily across all grade levels. An annual Math Bowl is held for Grades 1 - 5. After School Math Labs through ESS are held Monday through Thursday of each week. RTI supports students in small group settings daily. Monitoring includes formative and summative classroom assessments, RTI Progress Monitoring data, and On-line assessment data.

Category: Continuous Improvement

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

Activity - Math Bowl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	08/11/2014	04/30/2015	\$1800	School Council Funds	Teachers

Activity - Afterschool Math Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	08/11/2014	05/29/2015	\$1500	State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Principal Teachers RTI Staff

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students will receive extra instruction from a highly qualified instructor to help develop a stronger number sense and master math facts.	Direct Instruction	09/02/2014	04/24/2015	\$4500	State Funds	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal
Activity - On-Line Math Fluency Resource Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max which is funded through school funds, and Math Whiz funded by a grant.	Academic Support Program	08/11/2014	05/29/2015	\$2779	GRECC Race to the Top, School Council Funds	Classroom Teacher RTI Staff
Activity - Math Fact Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program	08/11/2014	05/29/2015	\$500	School Council Funds	Teachers Principal
Activity - Flash back Friday	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers
Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC instructional specialists will meet several times with math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning	08/11/2014	05/29/2015	\$1200	GRECC Race to the Top	Teachers GRREC Instructional Specialists Principals
Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend training in conceptual building learning through GRREC.	Academic Support Program	08/11/2014	05/29/2015	\$2000	Title I Part A	Math Teachers
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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District Staff, School Administrators, and Teachers teams will attend a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. Teams will go back to their schools and present the data and processes learned in school level PLC's.	Professional Learning	08/11/2014	05/29/2015	\$8000	GRECC Race to the Top	Teacher Team Principal
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Strategy 2:

Problem Solving Application - Teachers will help students learn specific strategies to understand, break down problems, and apply the math skills needed to solve real world and multi-step problems. A variety of on-line programs will be utilized to strengthen problem-solving skills: Accelerated math, Star Math, Go Math, and Study Island. Each program tracks student progress. Emphasis will be placed on math vocabulary development and Conceptual Building Blocks.

Category: Learning Systems

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

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2014	05/29/2015	\$3800	General Fund, Title I Part A	Math Teachers

Activity - Go Math - Online	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Math Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/11/2014	05/29/2015	\$355	State Funds	Teachers

Activity - Math Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Math Teachers

Activity - CRA Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2014	05/29/2015	\$1500	State Funds, Title I Part A	Math Teachers

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Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction	09/02/2014	04/24/2015	\$4500	Title I Part A	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Strategy 3:

Improve reading fluency and comprehension - Students will practice timed assessments in reading throughout the year to maximize their pacing skills and improve reading fluency. Through the use of quick reads, cold reads, the STAR reading test and instruction in test taking strategies students will show improvement in reading fluency skills and will increase individual lexile scores. Several methods will be used to improve comprehension: Visualizing and Verbalizing, Bartons, Journey's write in readers, and Reading Eggs. Rtl interventionists will meet with students in small groups and focus on strategic vocabulary and untimed cold reads to improve comprehension. Discovery Education and Easy CBM will be used to monitor students' progress.

Category: Continuous Improvement

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

Activity - Quick Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Reading Teachers

Activity - Cold Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Reading Teachers

Activity - Star Reading Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$1300	State Funds	Homeroom Teachers

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	08/11/2014	05/29/2015	\$200	State Funds	Donnie Wilkerson

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Activity - Visualizing and Verbalizing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program	02/02/2015	05/29/2015	\$0	No Funding Required	Rtl and Special Education staff
Activity - Barton's Reading & Spelling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program	09/15/2014	05/29/2015	\$3600	Title I Part A	Rtl staff and Special Education teachers
Activity - Cold Reads for Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	No Funding Required	Teachers
Activity - Journeys Write in Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program	09/15/2014	05/29/2015	\$0	No Funding Required	RTI staff
Activity - Highly Qualified Sub-Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES will hire a highly qualified sub-teacher to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction	08/11/2014	05/29/2015	\$8500	Title I Part A	Principals RTI Staff Interventionist
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Staff, School Administrators, and Teacher Teams will participate in a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. School teams will then take information and processes learned back to the school during PLC's.	Professional Learning	08/11/2014	05/29/2015	\$8000	GRECC Race to the Top	School Administrator Teacher Team

Strategy 4:

Common Assessments in all Grade Levels - K-5 teachers will administer common assessments throughout the year. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-PREP and Stanford 10 testing.

Category: Continuous Improvement

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Activity - K-2 and 3-5 Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction	08/11/2014	05/29/2015	\$0	No Funding Required	Regular education and Special Education teachers; Elementary Curriculum Coordinator

Strategy 5:

Benchmarking System - Teachers use standardized assessments to determine students' level of mastery of each standard. Students progress is compared to peer groups both local, state, and national.

Category: Continuous Improvement

Activity - Discovery Education/Easy CBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	09/02/2014	04/03/2015	\$4768	School Council Funds, District Funding, General Fund, Title I Part A	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

Strategy 6:

kid-Friendly Communities of Learners - As part of the kid-Friendly grant, schools will take part in a 3 year process of innovation in the classroom to help learners become more responsible for their own learning by taking risks and learning with freedom. JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.

Category: Continuous Improvement

Activity - kid-Friendly Communities of Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/29/2015	\$8750	Title I Part A, GRECC Race to the Top	COP teachers Principal kid-Friendly Staff

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7 to 64.4 by 05/29/2015 as measured by K-Prep.

Strategy 1:

Intentional Learning Focus for Students Qualifying for Free & Reduced Meals - Teachers and staff will focus on meeting the individual needs of students with qualifying for free & Reduced Meals

Category: Learning Systems

Research Cited: Use of small group and one-on-one research based instruction and research/evidence based supplemental intervention programs.

Activity - ESS/21st Century Before & After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	09/15/2014	04/30/2015	\$63000	Grant Funds, State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2014	06/01/2016	\$0	No Funding Required	Teachers

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise.	Behavioral Support Program	08/11/2014	06/01/2016	\$4990	School Council Funds	Teachers, Principal

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2014	06/01/2016	\$500	School Council Funds	Teachers, Principal, Counselor, Librarian

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Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II and III, four days a week, Monday-Thursday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a certified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	09/02/2014	04/24/2015	\$13000	State Funds	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal
Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/25/2014	06/01/2015	\$0	General Fund	Principal, RTI teachers, regular classroom teachers
Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	12/15/2014	05/29/2015	\$2000	Race to the Top, FRYSC	Teachers, Principal, FRYSC Coordinator, Counselor

Strategy 2:

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

Category: Continuous Improvement

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

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/01/2014	06/01/2016	\$0	No Funding Required	Principal, Teachers
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/22/2015	\$0	No Funding Required	Teachers
Activity - Develop ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2014	06/01/2016	\$2000	Title I Part A	Teachers
Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	\$0	No Funding Required	Teachers, Principal
Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers are using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/11/2014	06/01/2015	\$0	No Funding Required	Teachers
Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	Teachers
Activity - CIITS Edivation PD Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS website has numerous PD videos to assist teachers in strengthening practice.	Professional Learning	08/11/2014	06/01/2016	\$0	No Funding Required	Teachers
Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team from our school will meet together for three days to learn a process for data driven PLCs. In a PD day the next week the team will share with staff the process and specific school and grade-level data was analyzed. This process will be used to drive all future PLC time and keep teachers focused on real data.	Professional Learning	09/24/2014	10/01/2014	\$5000	GRECC Race to the Top	Principal, Teachers

Strategy 3:

Intentional Learning Focus for Students with Disabilities - Teachers and Staff will provide intentional learning strategies for students with disabilities to reduce

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percentage of students scoring novice on the KPREP.

Category: Professional Learning & Support

Research Cited: Use of small group and one-on-one research based instruction; co-teaching in the regular classroom; and research/evidence based supplemental intervention programs.

Activity - Increase Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review collaboration time in regular school activity schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	01/01/2015	06/01/2016	\$0	No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

Activity - Purchase of and training for New Research Based Teaching Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	05/27/2014	06/30/2015	\$19000	Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted professional development for special education teachers will be provided to each teacher through the "Building Self-Reliant Learners" Professional Development sponsored by Kid-Friendly grant. Teachers will be members of cadres studying: Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners.	Professional Learning	12/01/2014	06/01/2015	\$1800	Race to the Top	Teachers, Principal, Special Education Coordinator

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Time will be provided in the school schedule for weekly PLC time for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students.	Academic Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	Special Education teachers, principals
Activity - Writing Collaboration PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular teacher and Special Education teachers who will collaborate together will attend a GRREC PD about collaborating in writing.	Professional Learning	11/20/2014	11/20/2014	\$200	IDEA	Teachers

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

Measurable Objective 1:

collaborate to assess and improve our school culture by 06/01/2016 as measured by the VAL-ED Survey, TELL Survey, and a bi-annual principal survey..

Strategy 1:

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

Category: Stakeholder Engagement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	Principal and Teachers
Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	Teachers
Activity - Shared Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party. We will also plan a yearly shopping trip.	Other	08/11/2014	06/01/2016	\$1800	Other	Principal, Leader in Me Fun Czars

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Activity - Leader in Me Lighthouse Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher members of the Lighthouse Team organize "fun" cultural activities for teachers, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other	08/11/2014	06/01/2016	\$0	No Funding Required	Principal, Lighthouse Team Members, Counselor

Activity - Bi-annual teacher surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Twice each school year, in September and January, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other	01/01/2015	06/01/2016	\$0	No Funding Required	Principal

Activity - Positive Behavior Interventions & Support System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ky-CID program of behavioral supports to be implemented beginning August 2015.	Behavioral Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principals, Teachers, Ky-CID personnel

Strategy 2:

KCSS Assessment and Report - Kentucky Center for School Safety will provide a Safe Schools assessment and changes to ensure safety will be implemented immediately.

Category: Management Systems

Activity - Afternoon pickup procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will use a student numbering system to assist students into cars during afternoon pickup time; this changes policy which previously had parents coming into the building.	Policy and Process	01/05/2015	06/01/2016	\$100	General Fund	All Staff, principals

Goal 4: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) from ___% in 2015 to ___% by 2020. Percentage to be computed after baseline is set.

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.

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Strategy 1:

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

Category: Principal PGES

Activity - PPGES Trainings/Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES Principal will attend state or GRREC Effective Principals' PGES trainings/CIITS/Teachscape to gain understanding of all components of the PGES in an effort to become a highly effective principal.	Professional Learning	08/11/2014	05/30/2015	\$1100	Title II Part A, Race to the Top	Principal
Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES Principal will implement performance standards of the PGES to become highly effective. She will document and keep evidence as required by PGES.	Professional Learning	08/11/2014	06/30/2016	\$0	No Funding Required	Principal

Measurable Objective 2:

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

Strategy 1:

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

Category: Teacher PGES

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in on-line (Lync, Edviation, EDS, KDE Media Portal) and district/school/regional/GRREC TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2016	\$1500	Title II Part A, Race to the Top	Principal Teachers District PGES Coordinator District PD Coordinator GRREC
Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers gain new knowledge about the framework and TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Direct Instruction	08/11/2014	06/01/2016	\$0	No Funding Required	All Teachers Principal

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Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of TPGES, the school principal will evaluate, provide guidance to and support teachers to become highly effective educators.	Policy and Process	08/11/2014	06/01/2016	\$0	No Funding Required	Principal

Strategy 2:

CIITS - Teachers will incorporate the use of Continuous Instructional Improvement System (CIITS) to further their professional learning through the use of Edivation/PD360. Teachers can search for particular professional learning which is categorized in to Domain specific videos/resources to help deepen their understanding of areas of the framework in which they feel they need to improve in. Teachers can also find and/or develop curriculum maps, unit and lesson plans, assessments, and reports, all to impact effective classroom teaching and learning.

Category: Continuous Improvement

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS formal face-to-face training or online webinars and attend school/district training during the school day (common planning time or release time), afterschool, PLCs, or professional development provided by CIITS school or district manager, curriculum leads, or principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	08/11/2014	05/30/2015	\$500	Race to the Top	Principal CIITS School/District Manager Curriculum Leads Teachers

Activity - Application of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS to verify class rosters, complete a self reflection, develop a Professional Growth Plan, create a Student Growth Goal, track student progress. Teachers will use CIITS to create unit lesson plans, assessments, curriculum maps. Teachers can also create and analyze data from the school/district data module. Teachers can access students test scores from KPREP, KPREP Growth, Stanford 10, Discovery Education, (All Renaissance Learning Assessment Data coming soon).	Academic Support Program	08/11/2014	06/01/2016	\$500	Race to the Top	Teachers Principal CIITS District Manager

Strategy 3:

Professional Learning Communities - Scheduled PLC time will be utilized to promote teacher effectiveness. Teachers will meet weekly to analyze student data from KPREP, Discovery Education, Easy CBM, STAR, etc... teacher leads will also use this time to share knowledge from any new training they have received (CIITS, TPGES, GRREC etc...)

Category: Professional Learning & Support

Research Cited: Research Based

Activity - Identifying student groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program	10/13/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers
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Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers.	Academic Support Program	10/13/2014	05/29/2015	\$0	No Funding Required	Principal, Teachers

Measurable Objective 3:

collaborate to implement OPGES - Other Professionals Growth and Effectiveness System by 05/30/2015 as measured by the Other Professionals Growth and Effectiveness System.

Strategy 1:

OPGES Pilot - "Other" Professionals will receive training on OPGES. Staff included in the OPGES are Library Media Specialist, Guidance Counselor Observation, Instructional Specialist, Library Media Specialist, Psychologist, Therapeutic Specialist. Members of the pilot will help train other professionals in the district over new knowledge gained at the trainings and share materials with other staff related to OPGES.

Category: Professional Learning & Support

Activity - OPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive/attend training through GRREC, State, and/or District about OPGES during the 2014-2015 school year. They will share and help train "Other" professionals that were not in the pilot to prepare for the 2015-2016 school year when it will be required for all "Other" professionals to participate.	Professional Learning	08/11/2014	06/01/2016	\$1000	Race to the Top, Title II Part A	OPGES staff

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

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 06/01/2015 as measured by all available assessment data related to specific grades.

Strategy 1:

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

Category: Continuous Improvement

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

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive.	Academic Support Program	09/01/2014	05/11/2015	\$500	State Funds	Preschool Teacher

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/01/2014	10/20/2014	\$500	Other	Kindergarten Teachers

Activity - STANFORD 10 Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2015 to measure their growth and progress in all subject areas.	Academic Support Program	04/13/2015	04/17/2015	\$1500	District Funding	K-2 Teachers

Activity - DISCOVERY ED Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2014	03/31/2015	\$3800	General Fund, Title I Part A	All K-5 Teachers, RTI Coordinator

Strategy 2:

Parent Communication - Teachers and parents will engage in regular communication through emails, phone calls/text programs, progress notes, conferences and "family nights" to encourage and support student achievement.

Category: Early Learning

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement	11/18/2014	06/01/2016	\$2000	GRECC Race to the Top, FRYSC	Principal, Teachers, Counselor, FRYSC

Strategy 3:

Kindergarten Readiness - Kindergarten students and parents will attend Kindergarten Camp to help ensure readiness for starting school.

Category: Early Learning

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Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten parents and students will attend Kindergarten Camp. Students will have the opportunity to simulate a typical day in kindergarten. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will meet with the counselor/principal and kindergarten teachers to learn ways to help prepare their children for kindergarten.	Parent Involvement	07/17/2014	07/16/2015	\$1000	FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

Strategy 4:

Writing Training - The writing professional learning opportunity will provide teachers with new methods and strategies to improve the overall writing program at Jamestown Elementary.

Category: Professional Learning & Support

Activity - Writing Workshops with Sylvia Abell	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary teachers will attend a one day writing training on February 12, 2015, provided by the Kentucky Department of Education. Our fifth grade writing teacher will also attend a 2-day On Demand workshop on February 10-11, 2015, with Sylvia Abell to help increase our writing performance.	Professional Learning	02/10/2015	02/12/2015	\$1500	Title I Schoolwide	Larimie Richardson, Tobie Voils, Andrea Thomas, Junetta West, Sherri Wall

Goal 6: All grade levels will integrate Program Review requirements into their curriculum across all content areas.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and develop a deeper understanding of content through lessons and activities across the curriculum to strengthen Practical Living/Career Studies, Writing, and in Art & Humanities by 06/01/2016 as measured by an overall increase in our program review scores.

Strategy 1:

Strengthening Program Reviews - Students will actively engage in specific content learning and applications across the curriculum to strengthen program reviews in Practical Living/Career Studies, Arts & Humanities, and Writing.

Category: Continuous Improvement

Activity - PRIDE Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All JES students will participate in PRIDE every Wednesday for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Writing.	Academic Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	Beckie Godby, Michael Carpenter, & Lori Loy
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program	08/11/2014	06/01/2016	\$0	No Funding Required	All teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Intervention	Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction	09/02/2014	04/24/2015	\$4500	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal
CRA Method	With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2014	05/29/2015	\$750	Math Teachers
Star Math	Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2014	05/29/2015	\$1900	Math Teachers
Barton's Reading & Spelling Program	Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program	09/15/2014	05/29/2015	\$3600	Rtl staff and Special Education teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	09/02/2014	04/03/2015	\$1900	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers
DISCOVERY ED Assessments	All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2014	03/31/2015	\$1900	All K-5 Teachers, RTI Coordinator
Develop ELA/Math Common Assessments	Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2014	06/01/2016	\$2000	Teachers

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kid-Friendly Communities of Practice	JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/29/2015	\$750	COP teachers Principal kid-Friendly Staff
Highly Qualified Sub-Teacher	JES will hire a highly qualified sub-teacher to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction	08/11/2014	05/29/2015	\$8500	Principals RTI Staff Interventionist
Conceptual Building Blocks	Math teachers will attend training in conceptual building learning through GRREC.	Academic Support Program	08/11/2014	05/29/2015	\$2000	Math Teachers
Total					\$27800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
STANFORD 10 Assessment	All students in grades K-2 will take the Stanford 10 assessment in the spring of 2015 to measure their growth and progress in all subject areas.	Academic Support Program	04/13/2015	04/17/2015	\$1500	K-2 Teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	09/02/2014	04/03/2015	\$768	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers
Total					\$2268	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PPGES Trainings/Implementation	JES Principal will attend state or GRREC Effective Principals' PGES trainings/CIITS/Teachscape to gain understanding of all components of the PGES in an effort to become a highly effective principal.	Professional Learning	08/11/2014	05/30/2015	\$500	Principal
Highly Effective Teacher Training	Teachers will participate in on-line (Lync, Edviation, EDS, KDE Media Portal) and district/school/regional/GRREC TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2016	\$1000	Principal Teachers District PGES Coordinator District PD Coordinator GRREC

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OPGES Training	Teachers will receive/attend training through GRREC, State, and/or District about OPGES during the 2014-2015 school year. They will share and help train "Other" professionals that were not in the pilot to prepare for the 2015-2016 school year when it will be required for all "Other" professionals to participate.	Professional Learning	08/11/2014	06/01/2016	\$500	OPGES staff
Total					\$2000	

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CCSS and CRA	GRREC instructional specialists will meet several times with math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning	08/11/2014	05/29/2015	\$1200	Teachers GRREC Instructional Specialists Principals
kid-Friendly Communities of Practice	JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/29/2015	\$8000	COP teachers Principal kid-Friendly Staff
Data Retreat	District Staff, School Administrators, and Teacher Teams will participate in a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. School teams will then take information and processes learned back to the school during PLC's.	Professional Learning	08/11/2014	05/29/2015	\$8000	School Administrator s Teacher Team
On-Line Math Fluency Resource Programs	Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max which is funded through school funds, and Math Whiz funded by a grant.	Academic Support Program	08/11/2014	05/29/2015	\$2700	Classroom Teacher RTI Staff
Family Nights	Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement	11/18/2014	06/01/2016	\$500	Principal, Teachers, Counselor, FRYSC
Data Retreat	District Staff, School Administrators, and Teachers teams will attend a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. Teams will go back to their schools and present the data and processes learned in school level PLC's.	Professional Learning	08/11/2014	05/29/2015	\$8000	Teacher Team Principal

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Data Retreat	A team from our school will meet together for three days to learn a process for data driven PLCs. In a PD day the next week the team will share with staff the process and specific school and grade-level data was analyzed. This process will be used to drive all future PLC time and keep teachers focused on real data.	Professional Learning	09/24/2014	10/01/2014	\$5000	Principal, Teachers
Total					\$33400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BRIGANCE Assessment	All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/01/2014	10/20/2014	\$500	Kindergarten Teachers
Shared Celebrations	Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party. We will also plan a yearly shopping trip.	Other	08/11/2014	06/01/2016	\$1800	Principal, Leader in Me Fun Czars
Total					\$2300	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Collaboration PD	Regular teacher and Special Education teachers who will collaborate together will attend a GRREC PD about collaborating in writing.	Professional Learning	11/20/2014	11/20/2014	\$200	Teachers
Total					\$200	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Workshops with Sylvia Abell	Primary teachers will attend a one day writing training on February 12, 2015, provided by the Kentucky Department of Education. Our fifth grade writing teacher will also attend a 2-day On Demand workshop on February 10-11, 2015, with Sylvia Abell to help increase our writing performance.	Professional Learning	02/10/2015	02/12/2015	\$1500	Larimie Richardson, Tobie Voils, Andrea Thomas, Junetta West, Sherri Wall
Total					\$1500	

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Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PPGES Trainings/Implementation	JES Principal will attend state or GRREC Effective Principals' PGES trainings/CIITS/Teachscape to gain understanding of all components of the PGES in an effort to become a highly effective principal.	Professional Learning	08/11/2014	05/30/2015	\$600	Principal
Highly Effective Teacher Training	Teachers will participate in on-line (Lync, Edviation, EDS, KDE Media Portal) and district/school/regional/GRREC TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning	08/11/2014	06/30/2016	\$500	Principal Teachers District PGES Coordinator District PD Coordinator GRREC
Professional Development	Targeted professional development for special education teachers will be provided to each teacher through the "Building Self-Reliant Learners" Professional Development sponsored by Kid-Friendly grant. Teachers will be members of cadres studying: Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners.	Professional Learning	12/01/2014	06/01/2015	\$1800	Teachers, Principal, Special Education Coordinator
CIITS Training	Teachers will utilize CIITS formal face-to-face training or online webinars and attend school/district training during the school day (common planning time or release time), afterschool, PLCs, or professional development provided by CIITS school or district manager, curriculum leads, or principal to learn how to incorporate CIITS resources into their planning and professional growth.	Professional Learning	08/11/2014	05/30/2015	\$500	Principal CIITS School/District Manager Curriculum Leads Teachers
Application of CIITS	Teachers will use CIITS to verify class rosters, complete a self reflection, develop a Professional Growth Plan, create a Student Growth Goal, track student progress. Teachers will use CIITS to create unit lesson plans, assessments, curriculum maps. Teachers can also create and analyze data from the school/district data module. Teachers can access students test scores from KPREP, KPREP Growth, Stanford 10, Discovery Education, (All Renaissance Learning Assessment Data coming soon).	Academic Support Program	08/11/2014	06/01/2016	\$500	Teachers Principal CIITS District Manager
OPGES Training	Teachers will receive/attend training through GRREC, State, and/or District about OPGES during the 2014-2015 school year. They will share and help train "Other" professionals that were not in the pilot to prepare for the 2015-2016 school year when it will be required for all "Other" professionals to participate.	Professional Learning	08/11/2014	06/01/2016	\$500	OPGES staff

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Parent Involvement	During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	12/15/2014	05/29/2015	\$500	Teachers, Principal, FRYSC Coordinator, Counselor
Total					\$4900	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/21st Century Before & After School	Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	09/15/2014	04/30/2015	\$60000	Jan Brumley, Sherry Coffey, Lori Loy
Purchase of and training for New Research Based Teaching Materials	Use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	05/27/2014	06/30/2015	\$19000	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator
Total					\$79000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Edviation PD Resources	CIITS website has numerous PD videos to assist teachers in strengthening practice.	Professional Learning	08/11/2014	06/01/2016	\$0	Teachers
Professional Learning Communities	Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/13/2012	05/22/2015	\$0	Teachers
Cold Reads	Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program	08/11/2014	05/29/2015	\$0	Reading Teachers
Differentiated Learning	Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2014	06/01/2016	\$0	Teachers

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Increase Collaboration	Review collaboration time in regular school activity schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	01/01/2015	06/01/2016	\$0	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator
Journeys Write in Readers	Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program	09/15/2014	05/29/2015	\$0	RTI staff
Bi-annual teacher surveys	Twice each school year, in September and January, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other	01/01/2015	06/01/2016	\$0	Principal
Standards Based Grading	K-2 teachers are using standards based grading to assess the mastery of Common Core Standards.	Policy and Process	08/11/2014	06/01/2015	\$0	Teachers
K-2 and 3-5 Assessments	K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction	08/11/2014	05/29/2015	\$0	Regular education and Special Education teachers; Elementary Curriculum Coordinator
Highly Effective Principal Practices	JES Principal will implement performance standards of the PGES to become highly effective. She will document and keep evidence as required by PGES.	Professional Learning	08/11/2014	06/30/2016	\$0	Principal
Positive Behavior Interventions & Support System	Ky-CID program of behavioral supports to be implemented beginning August 2015.	Behavioral Support Program	08/10/2015	06/01/2016	\$0	Principals, Teachers, Ky-CID personnel
Strengthening Assessments & Rigor	Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/13/2012	05/17/2013	\$0	Teachers, Principal
Leader in Me Lighthouse Team	Teacher members of the Lighthouse Team organize "fun" cultural activities for teachers, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other	08/11/2014	06/01/2016	\$0	Principal, Lighthouse Team Members, Counselor

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Cold Reads for Comprehension	Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	Teachers
Teacher Professional Growth and Effectiveness Framework (PILOT)	Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/01/2014	06/01/2016	\$0	Principal, Teachers
Go Math - Online	Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/11/2014	05/29/2015	\$0	Math Teachers
Identifying student groups	Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program	10/13/2014	05/29/2015	\$0	Principal, Teachers
Visualizing and Verbalizing	Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program	02/02/2015	05/29/2015	\$0	Rtl and Special Education staff
Professional Learning Communities	Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/11/2014	06/01/2016	\$0	Principal and Teachers
Professional Learning Communities	Time will be provided in the school schedule for weekly PLC time for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students.	Academic Support Program	08/11/2014	06/01/2016	\$0	Special Education teachers, principals
Highly Effective Teacher Practices	As teachers gain new knowledge about the framework and TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Direct Instruction	08/11/2014	06/01/2016	\$0	All Teachers Principal
Differentiated Instruction	Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers.	Academic Support Program	10/13/2014	05/29/2015	\$0	Principal, Teachers
KET - Teacher Network	All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2014	06/01/2016	\$0	Teachers
Evaluating and Guiding Teachers to be Highly Effective	Through the use of TPGES, the school principal will evaluate, provide guidance to and support teachers to become highly effective educators.	Policy and Process	08/11/2014	06/01/2016	\$0	Principal
RTI Math	Students work in small focus groups on fluency with math facts.	Academic Support Program	08/11/2014	05/29/2015	\$0	Principal Teachers RTI Staff
Math Vocabulary Development	Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/11/2014	05/29/2015	\$0	Math Teachers

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Flash back Friday	4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program	08/11/2014	05/29/2015	\$0	Teachers
PLCs	Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program	08/11/2014	06/01/2016	\$0	All teachers
PRIDE Program	All JES students will participate in PRIDE every Wednesday for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Writing.	Academic Support Program	08/11/2014	06/01/2016	\$0	Beckie Godby, Michael Carpenter, & Lori Loy
Quick Reads	Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$0	Reading Teachers
Common Planning	Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program	08/11/2014	06/01/2016	\$0	Teachers
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GOLD Teaching Strategies/Assessment	Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive.	Academic Support Program	09/01/2014	05/11/2015	\$500	Preschool Teacher
ESS Daytime Intervention	The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II and III, four days a week, Monday-Thursday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a certified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	09/02/2014	04/24/2015	\$13000	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal
CRA Method	With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2014	05/29/2015	\$750	Math Teachers
ESS/21st Century Before & After School	Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	09/15/2014	04/30/2015	\$3000	Jan Brumley, Sherry Coffey, Lori Loy

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Afterschool Math Labs	Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	08/11/2014	05/29/2015	\$1500	ESS Coordinator Teachers ESS Teachers and Staff
Study Island	Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/11/2014	05/29/2015	\$355	Teachers
Star Reading Test	Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/11/2014	05/29/2015	\$1300	Homeroom Teachers
Test Taking Strategies	Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	08/11/2014	05/29/2015	\$200	Donnie Wilkerson
ESS Daytime Intervention	Students will receive extra instruction from a highly qualified instructor to help develop a stronger number sense and master math facts.	Direct Instruction	09/02/2014	04/24/2015	\$4500	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal
					Total	\$25105

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	12/15/2014	05/29/2015	\$1500	Teachers, Principal, FRYSC Coordinator, Counselor
Family Nights	Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement	11/18/2014	06/01/2016	\$1500	Principal, Teachers, Counselor, FRYSC
Kindergarten Camp	Kindergarten parents and students will attend Kindergarten Camp. Students will have the opportunity to simulate a typical day in kindergarten. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will meet with the counselor/principal and kindergarten teachers to learn ways to help prepare their children for kindergarten.	Parent Involvement	07/17/2014	07/16/2015	\$1000	FRYSC, Principal, Counselor, Kindergarten Teachers

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Total \$4000

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessments	JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/25/2014	06/01/2015	\$0	Principal, RTI teachers, regular classroom teachers
Star Math	Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2014	05/29/2015	\$1900	Math Teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	09/02/2014	04/03/2015	\$1900	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers
DISCOVERY ED Assessments	All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2014	03/31/2015	\$1900	All K-5 Teachers, RTI Coordinator
Afternoon pickup procedure	School staff will use a student numbering system to assist students into cars during afternoon pickup time; this changes policy which previously had parents coming into the building.	Policy and Process	01/05/2015	06/01/2016	\$100	All Staff, principals
Total					\$5800	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Goal Setting/Motivation	Students in grades 3-6 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2014	06/01/2016	\$500	Teachers, Principal, Counselor, Librarian

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On-Line Math Fluency Resource Programs	Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max which is funded through school funds, and Math Whiz funded by a grant.	Academic Support Program	08/11/2014	05/29/2015	\$79	Classroom Teacher RTI Staff
Math Fact Party	Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program	08/11/2014	05/29/2015	\$500	Teachers Principal
Reward System/Motivation	All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise.	Behavioral Support Program	08/11/2014	06/01/2016	\$4990	Teachers, Principal
Math Bowl	Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	08/11/2014	04/30/2015	\$1800	Teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	09/02/2014	04/03/2015	\$200	RTI Interventionist s, Assistants, Daytime Waiver Teachers, Classroom Teachers
Total					\$8069	

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?

We have used the data to determine our gaps, plan for continuous improvement, and meet the needs of individual students.

*How do we compare to the district and state in terms of KPREP performance?

JES fell at 55.9% P/D in Reading, just BELOW the district average of 58.9%, and just ABOVE the state average of 54.7%

For Mathematics, JES scored 44.5% P/D, BELOW the district average of 46.5% and the state average of 49.2%.

In Science, JES scored 74.3%, BELOW the district average of 75.3% and ABOVE the state average of 71.3%.

In Social Studies, JES scored 56.3%P/D, BELOW the district average of 58.6% and the state average of 58.2%.

In Writing, JES scored 25.4% P/D, SIGNIFICANTLY BELOW district average of 49.3% and BELOW state average of 38.7%.

Overall, JES is below the district in every area and only meeting or exceeding state performance in two areas. Achievement is not where we want it to be.

*Did we meet our Delivery Targets (goals) for the 2013-2014 school year as measured by the KPREP?

No. Our target for Combined Reading and Math was 59.4 and we actually scored 50.7. We will need to improve more significantly this year in order to reach those targets for the next school year.

The Reading goal was 63.4, and the actual score was 56.3. The Math Goal was 55.3 and the actual score was 46.1.

* What content areas are our focus?

JES must focus on increasing achievement in every content area, but our main focus will continue to be Reading, closely followed by Math. Research supports the idea that if one reads well, it improves skills in all content areas, and that is what our students need. Our RTI program this year is very strong: three full time teachers devote 100% of their instructional time to RTI at all grade levels, and we have ESS Daytime Waiver money to support two highly qualified substitute teachers as well. We anticipate that the additional focus on RTI will help students gain the reading and math skills they are lacking, thus enabling them to increase their knowledge overall and score higher on the KPREP at the end of the year. In addition to RTI, we offer ELA Support for students in grades three to five, which includes targeted intervention for students in a small group setting to build essential skills for reading. Several Math programs are in place to offer assistance in building targeted skills for students. We plan to purchase an additional web-based math program called IXL to provide targeted standards based assistance/acceleration to students as needed in grades K-5.

* Are our students showing growth?

Our growth as measured by the KPREP has been up and down over the past three years; combined reading and math scores moved from 49.2 (2011-2012) to 44.4 (2012-2013) to the current score of 50.7 (2013-2014). Our overall KPREP score moved from 70.7 to 71.0, an increase of .3.

According to the Brigance test, 69 of 83 students entered Kindergarten "not ready", or lacking essential skills to be prepared for Kindergarten. This is not a new trend, nor do we expect it to change in years to come. According to Stanford 10 data, students are growing during their Kindergarten year, but not as much as we would like to see. For the past three years, average growth in reading as measured by the Stanford 10 is 8 months (K.8) by April. Average growth in Math is 1.3 as measured by the Stanford 10. While the Stanford 10 shows where children end K, it is really hard to measure a student's true growth during the Kindergarten year since there is no baseline data comparable to the Stanford 10.

Our students demonstrate growth consistently as measured by the Stanford 10 data. Students leaving Kindergarten in 2013 scored K.8 on reading and 1.3 in Math; the same students leaving 1st grade scored 1.9 in reading and 2.2 in Math; leaving 2nd grade they scored 2.6 in reading and 3.4 in Math. Growth is consistent and sustained overall.

* What are working conditions that should remain the same or be altered in our school to promote student growth?

According to the TELL 2013 survey, 100% of JES teachers feel they have access to reliable technology, office equipment and supplies. 82% report that they are allowed to focus on educating students with minimal interruptions, 74% report they have time available to collaborate successfully with colleagues, and 82% have sufficient access to a broad range of professional support personnel. 72% of teachers say that policies and procedures about student conduct are not clearly understood by the faculty; we plan to address this with the implementation of a PBIS behavior support system. 69% say they have no role or a small role in school improvement planning; we will address this by involving teachers in the planning and development of our Consolidated School Improvement Plan. In faculty meetings, we will use data to determine areas of focus and in PLCs work to sustain the focus and implement strategies for improvement. We will revisit those strategies to determine success and make adjustments as needed.

According to the Title 1 Parent Survey for 2013-2014, 70% of JES parents report they have not been invited to attend training to help their child succeed in school. We are uncertain why parents would report this way; several opportunities for parents to learn strategies and information to help children succeed are offered throughout the year. We will continue to provide training through Parent Nights focused by grade level and subject, PTO meetings and at Open House. 80% of parents report they are aware of when the SBDM meets, 77% report being aware of KCAS (standards) and goals for the school, and an overwhelming majority of 96% reported their children feel comfortable attending JES. 87% felt meeting were held at a convenient time of day, 90% said materials sent home were easy to follow and understand, 92% said they received clear information regarding their child's academic progress, and 87% said they were kept well informed of activities at school; so overall we feel communication is a strength for us.

61% of parents surveyed reported that they would like to receive information in a school newsletter; we will begin sending home a monthly newspaper in January of 2015 with an attached calendar of events in response to this preference.

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?

JES is perceived by staff, students and community stakeholders as being a family oriented school that provides a safe and caring environment for all that supports learning. According to Title 1 Survey, parents feel highly welcomed, comfortable communicating with staff and administration, and well-informed about student progress. Parents feel overwhelmingly positive about programs that exist in our school to support student learning. We celebrate the fact that parents recognize and support our work to improve and individualize instruction.

The RTI program is a strength of our school this year. We have 3 full-time teachers and 2 highly qualified substitute teachers devoting 100% of their time to individualized RTI instruction in grades K-5. RTI resources include Bartons, Moby Max, Reading Eggs, Study Island, Math Whizz, before and after school individualized instruction, and we are purchasing IXL. Students benefit from RTI by small group interaction and targeted skills intervention.

Student growth is definitely a strength at JES. Growth contributed strongly to our overall Proficient status on the KY School Report Card. Student growth on the May 2014 KPREP assessment showed that 67.9% of students grades 3-5 grew in reading performance; 61.8% grew in Math; and 64.9% grew in Combined reading and math. This is amazing growth! There was an intentional focus on goal-setting with students regarding reading in grades 2-5 and we feel that helped students to be personally accountable and invested in their growth. During our After School program teachers referred targeted students for Math labs focused on fact fluency and problem solving application; we feel this contributed positively to our math growth overall. To sustain this growth, all of the above strategies will be used again. In addition, we will also provide Math and Reading Family Nights to inform/train parents as to their students' learning goals and strategies for help at home.

Our culture is strongly enhanced by The Leader in Me, PRIDE, and Character Counts programs that are interwoven throughout daily instruction for students. Our staff celebrates monthly birthdays, holidays, and offers supports to one another in times of crisis (flowers, visits, food, etc.) to cultivate a true family atmosphere in our building.

Attendance continues to be an overall strength for JES with our average for the last five years over 95%.

At our 9 weeks Academic Celebrations, students are recognized for perfect attendance and class averages by grade level are recognized and awarded. Good attendance is encouraged daily in our school and is linked to strong student performance.

Opportunities for Improvement

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

#1 We will improve readiness for Kindergarten students.

Working in conjunction with the Family Resource Center, we will develop summer programs to determine and improve readiness for kindergarten. We are planning preschool and kindergarten "camps" on several occasions prior to the beginning of school to assist parents and students in essential skills and the transition to school. We will provide resources to partner with parents to develop skills in the home in an attempt to increase readiness for kindergarten.

#2 We need to focus on improving overall student achievement.

We will deliberately continue to protect instructional time, minimize interruptions, and minimize unnecessary paperwork for teachers, thus freeing them to devote their time to focusing on individualized instruction and differentiation. We will fully utilize all RTI resources to improve student comprehension in reading and math. We will target students who are close to the next achievement level on the KPREP test, and set goals with all students 3-5 regarding math and reading with teacher, student, counselor, and administration collaboratively. We will plan rewards to motivate students and celebrate individual successes.

#3 Targeted and specific PD and teacher effectiveness improvement strategies

GRREC representatives will provide specific content grade level PD with teachers in small group and one-on-one settings to discuss research-based teaching strategies to improve student learning on several occasions throughout the year. Teachers will attend PD's intended to focus on reading and writing beginning in January 2015. By strengthening teaching methods, intentional focus on higher order thinking, increased rigor, and incorporating innovative teaching strategies, we will provide students with strong instruction and support for learning.

#4 We will reduce the number of special education students scoring novice and apprentice on the KPREP to address our gap.

Our fifth grade has the largest special education population with 30% scoring Novice and 40% scoring apprentice. We will focus on those students specifically by increasing collaboration time in the classroom, by offering intense interventions, and by careful progress monitoring and targeted, research-based instruction.

#5 Administrators will communicate clearly and regularly with parents to build relationships and promote parent involvement.

Principals will send home a monthly newsletter with a calendar attached and will continue to give regular reminder calls through school messenger to encourage parent involvement.

Conclusion

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

Next steps include:

- * developing Preschool and K readiness camp materials
- * present and pass a Classroom Visitation policy through SBDM
- * develop and plan goal setting sessions with 3-5 students and plan rewards/motivations
- * Update committees and strive for parent participation
- * Update school website and create a media team
- * Provide a link on the website for parent resources and school policies/procedures
- * Develop a process for parents to make suggestions and give input
- * Use School Messenger for PTO and SBDM meeting announcements
- * Review lesson plans to ensure rigor and higher order thinking activities
- * Meet with teachers during PLC times to provide appropriate support for instruction
- * Continue with our focus on Program Review to enhance instruction

The Missing Piece

Introduction

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

Stakeholders

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

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

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

Relationship Building

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

Overall Rating: 3.57

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

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

	Statement or Question	Response	Rating
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.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

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

Overall Rating: 3.0

	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).	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, and making home visits.)	Proficient

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

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	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

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	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 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.)	Proficient

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

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

Overall Rating: 3.0

	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>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	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>District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.</p>	Distinguished

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

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	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

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

Overall Rating: 3.67

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	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.

Areas of Strength:

- * Community Partnerships
- * Relationship Building

Areas of Weakness:

- * Decision Making
- * Learning Opportunities
- * Advocacy
- * Communication

In order to sustain our positive community partnerships, we continue to invite and involve all stakeholders in school-wide celebrations, programs, and opportunities to enhance student learning. A variety of guest speakers help provide real world connections for students and collaborative partnerships with teachers.

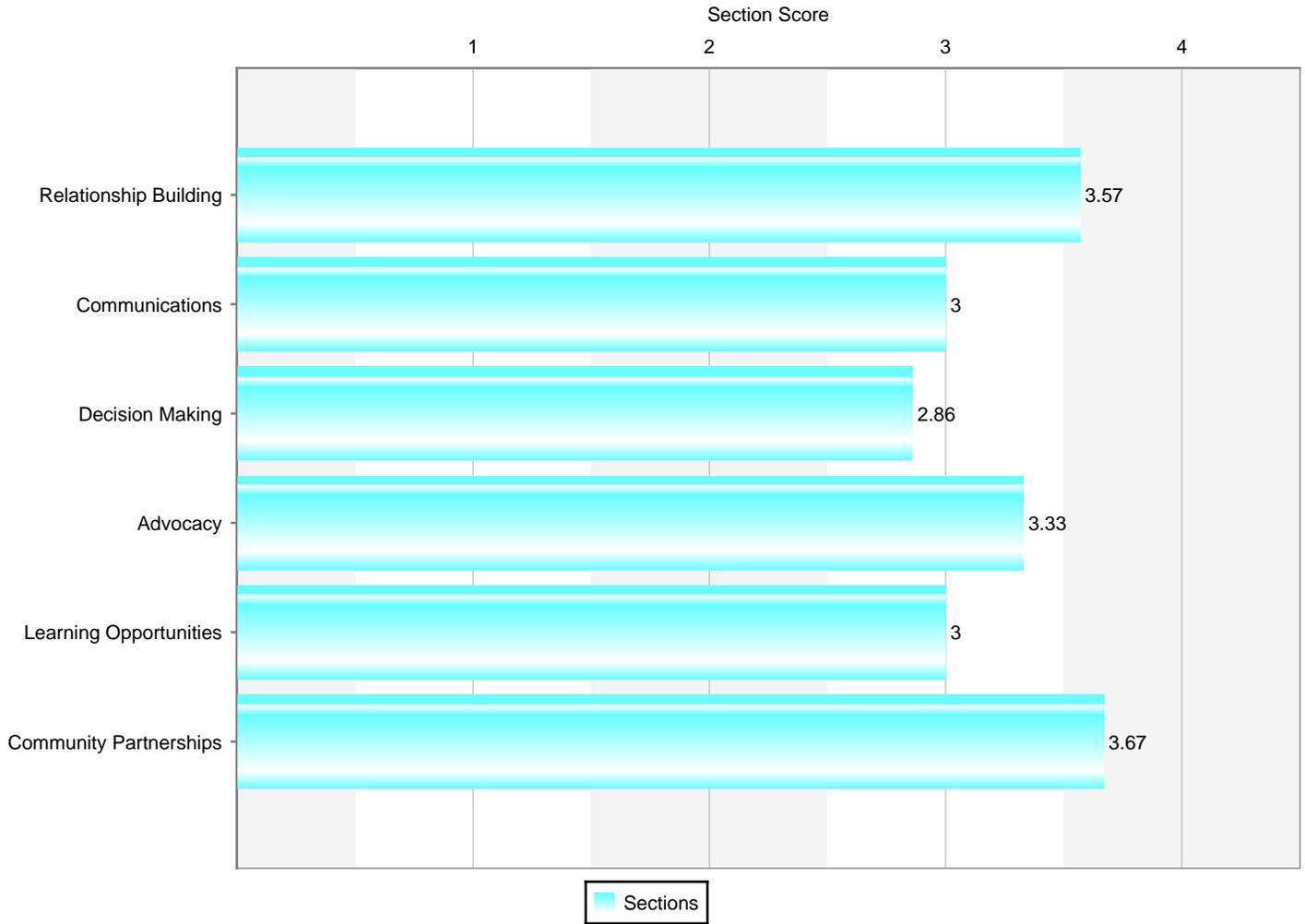
At JES, we strive to continually strengthen relationships with all stakeholders. Parents are encouraged to be actively involved our school through PTO, SBDM, Career Fairs, Cultural Fairs, programs and assemblies, award celebrations, regular parent/teacher communication, principal informational letters and school-wide messenger calls, and daily interactions with parents and stakeholders.

To improve weakness we will:

- * create SBDM policy regarding classroom visitations
- * make a concerted effort to encourage parent involvement in PTO, SBDM elections, and committees by utilizing school messenger, and regularly updating our school website
- * create an informational packet to be sent home at the beginning of the school year to include details regarding student learning, expectations, advocacy, communication policies, and decision-making participation opportunities

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.

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

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

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

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

All stakeholders will meet together again in the second semester to review the final improvement plan and add any new suggestions for improvement. Stakeholders will also be invited to all PTO and SBDM meetings through public service announcements via newspaper and radio, as well as through our School Messenger phone service. We value our stakeholders input and dedication to our school and its success.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

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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		

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Jamestown 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		

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		

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		

KDE Comprehensive School Improvement Plan

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

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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		

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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Jamestown Elementary from 50.7 to 64.4 by 06/01/2016 as measured by K-Prep.

Strategy1:

kid-Friendly Communities of Learners - As part of the kid-Friendly grant, schools will take part in a 3 year process of innovation in the classroom to help learners become more responsible for their own learning by taking risks and learning with freedom. JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.

Category: Continuous Improvement

Research Cited:

Activity - kid-Friendly Communities of Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning			08/11/2014	05/29/2015	\$750 - Title I Part A \$8000 - GRECC Race to the Top	COP teachers Principal kid-Friendly Staff

Goal 2:

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

Measurable Objective 1:

collaborate to assess and improve our school culture by 06/01/2016 as measured by the VAL-ED Survey, TELL Survey, and a bi-annual principal survey..

Strategy1:

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

Category: Stakeholder Engagement

Research Cited:

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Principal and Teachers

Activity - Bi-annual teacher surveys	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice each school year, in September and January, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other			01/01/2015	06/01/2016	\$0 - No Funding Required	Principal

Activity - Leader in Me Lighthouse Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher members of the Lighthouse Team organize "fun" cultural activities for teachers, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other			08/11/2014	06/01/2016	\$0 - No Funding Required	Principal, Lighthouse Team Members, Counselor

Activity - Shared Celebrations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party. We will also plan a yearly shopping trip.	Other			08/11/2014	06/01/2016	\$1800 - Other	Principal, Leader in Me Fun Czars

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Activity - Positive Behavior Interventions & Support System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ky-CID program of behavioral supports to be implemented beginning August 2015.	Behavioral Support Program			08/10/2015	06/01/2016	\$0 - No Funding Required	Principals, Teachers, Ky-CID personnel

Activity - Common Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

Goal 3:

Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) from ___% in 2015 to ___% by 2020. Percentage to be computed after baseline is set.

Measurable Objective 1:

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

Strategy1:

TPGES Trainings/Implementation - Teachers will participate in Lync on-line and district/school/regional TPGES trainings in an effort to learn how to achieve highly effective PGES standards. Teachers will implement PGES highly effective teachers standards in the classroom.

Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Category: Teacher PGES

Research Cited:

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of TPGES, the school principal will evaluate, provide guidance to and support teachers to become highly effective educators.	Policy and Process			08/11/2014	06/01/2016	\$0 - No Funding Required	Principal

Activity - Highly Effective Teacher Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As teachers gain new knowledge about the framework and TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Direct Instruction			08/11/2014	06/01/2016	\$0 - No Funding Required	All Teachers Principal

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Activity - Highly Effective Teacher Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in on-line (Lync, Edviation, EDS, KDE Media Portal) and district/school/regional/GRREC TPGES trainings in an effort to achieve highly effective PGES standards.	Professional Learning			08/11/2014	06/30/2016	\$500 - Race to the Top \$1000 - Title II Part A	Principal Teachers District PGES Coordinator District PD Coordinator GRREC

Strategy2:

Professional Learning Communities - Scheduled PLC time will be utilized to promote teacher effectiveness. Teachers will meet weekly to analyze student data from KPREP, Discovery Education, Easy CBM, STAR, etc... teacher leads will also use this time to share knowledge from any new training they have received (CIITS, TPGES, GRREC etc...)

Category: Professional Learning & Support

Research Cited: Research Based

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers.	Academic Support Program			10/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

Activity - Identifying student groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program			10/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 2:

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

Strategy1:

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

Category: Principal PGES

Research Cited:

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Activity - PPGES Trainings/Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES Principal will attend state or GRREC Effective Principals' PGES trainings/CIITS/Teachscape to gain understanding of all components of the PGES in an effort to become a highly effective principal.	Professional Learning			08/11/2014	05/30/2015	\$600 - Race to the Top \$500 - Title II Part A	Principal

Activity - Highly Effective Principal Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES Principal will implement performance standards of the PGES to become highly effective. She will document and keep evidence as required by PGES.	Professional Learning			08/11/2014	06/30/2016	\$0 - No Funding Required	Principal

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Jamestown Elementary from 50.7 to 64.4 by 06/01/2016 as measured by K-Prep.

Strategy1:

Benchmarking System - Teachers use standardized assessments to determine students' level of mastery of each standard. Students progress is compared to peer groups both local, state, and national.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education/Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program			09/02/2014	04/03/2015	\$768 - District Funding \$200 - School Council Funds \$1900 - Title I Part A \$1900 - General Fund	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

Strategy2:

Improve reading fluency and comprehension - Students will practice timed assessments in reading throughout the year to maximize their pacing skills and improve reading fluency. Through the use of quick reads, cold reads, the STAR reading test and instruction in test taking strategies students will show improvement in reading fluency skills and will increase individual lexile scores. Several methods will be used to

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improve comprehension: Visualizing and Verbalizing, Bartons, Journey's write in readers, and Reading Eggs. Rtl interventionists will meet with students in small groups and focus on strategic vocabulary and untimed cold reads to improve comprehension. Discovery Education and Easy CBM will be used to monitor students' progress.

Category: Continuous Improvement

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

Activity - Visualizing and Verbalizing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program			02/02/2015	05/29/2015	\$0 - No Funding Required	Rtl and Special Education staff

Activity - Highly Qualified Sub-Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will hire a highly qualified sub-teacher to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction			08/11/2014	05/29/2015	\$8500 - Title I Part A	Principals RTI Staff Interventionalist

Activity - Quick Reads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Reading Teachers

Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction			08/11/2014	05/29/2015	\$200 - State Funds	Donnie Wilkerson

Activity - Cold Reads for Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Teachers

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Activity - Data Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Staff, School Administrators, and Teacher Teams will participate in a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. School teams will then take information and processes learned back to the school during PLC's.	Professional Learning			08/11/2014	05/29/2015	\$8000 - GRECC Race to the Top	School Administrators Teacher Team

Activity - Cold Reads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Reading Teachers

Activity - Journeys Write in Readers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program			09/15/2014	05/29/2015	\$0 - No Funding Required	RTI staff

Activity - Star Reading Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$1300 - State Funds	Homeroom Teachers

Activity - Barton's Reading & Spelling Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program			09/15/2014	05/29/2015	\$3600 - Title I Part A	RtI staff and Special Education teachers

Strategy3:

Building Math Fluency - Teachers will use a variety of instructional strategies and programs to help students build fluency and memorization of basic math facts. On-Line Programs include Go Math, Moby Max, Math Whiz. Classroom Activities include Flash Back Fridays, 4th Grade Calendar Math, 3rd and 4th Grade Math Fact Parties. CRA Method(Concrete, Representational,and Abstract) is used daily across all grade levels. An annual Math Bowl is held for Grades 1 - 5. After School Math Labs through ESS are held Monday through Thursday of each week. RTI supports students in small group settings daily. Monitoring includes formative and summative classroom assessments, RTI Progress

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Monitoring data, and On-line assessment data.

Category: Continuous Improvement

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

Activity - Afterschool Math Labs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring			08/11/2014	05/29/2015	\$1500 - State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - CCSS and CRA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC instructional specialists will meet several times with math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning			08/11/2014	05/29/2015	\$1200 - GRECC Race to the Top	Teachers GRREC Instructional Specialists Principals

Activity - Flash back Friday	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Teachers

Activity - RTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal Teachers RTI Staff

Activity - Math Fact Party	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program			08/11/2014	05/29/2015	\$500 - School Council Funds	Teachers Principal

Activity - Math Bowl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement			08/11/2014	04/30/2015	\$1800 - Other	Teachers

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Activity - Conceptual Building Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend training in conceptual building learning through GRREC.	Academic Support Program			08/11/2014	05/29/2015	\$2000 - Title I Part A	Math Teachers

Activity - Data Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District Staff, School Administrators, and Teachers teams will attend a 3 day Data Retreat provided by GRREC/RTT. Participants will learn how to drill down multiple sources of data and narrow the focus to prioritize and guide improvement planning. Teams will go back to their schools and present the data and processes learned in school level PLC's.	Professional Learning			08/11/2014	05/29/2015	\$8000 - GRECC Race to the Top	Teacher Team Principal

Activity - On-Line Math Fluency Resource Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max which is funded through school funds, and Math Whiz funded by a grant.	Academic Support Program			08/11/2014	05/29/2015	\$2700 - GRECC Race to the Top \$79 - School Council Funds	Classroom Teacher RTI Staff

Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive extra instruction from a highly qualified instructor to help develop a stronger number sense and master math facts.	Direct Instruction			09/02/2014	04/24/2015	\$4500 - State Funds	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Strategy4:

Common Assessments in all Grade Levels - K-5 teachers will administer common assessments throughout the year. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-PREP and Stanford 10 testing.

Category: Continuous Improvement

Research Cited:

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Activity - K-2 and 3-5 Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Regular education and Special Education teachers; Elementary Curriculum Coordinator

Strategy5:

Problem Solving Application - Teachers will help students learn specific strategies to understand, break down problems, and apply the math skills needed to solve real world and multi-step problems. A variety of on-line programs will be utilized to strengthen problem-solving skills: Accelerated math, Star Math, Go Math, and Study Island. Each program tracks student progress. Emphasis will be placed on math vocabulary development and Conceptual Building Blocks.

Category: Learning Systems

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

Activity - CRA Method	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning			08/11/2014	05/29/2015	\$750 - State Funds \$750 - Title I Part A	Math Teachers

Activity - Star Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program			08/11/2014	05/29/2015	\$1900 - General Fund \$1900 - Title I Part A	Math Teachers

Activity - Math Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Teachers

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program			08/11/2014	05/29/2015	\$355 - State Funds	Teachers

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Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction			09/02/2014	04/24/2015	\$4500 - Title I Part A	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Activity - Go Math - Online	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Teachers

Strategy6:

kid-Friendly Communities of Learners - As part of the kid-Friendly grant, schools will take part in a 3 year process of innovation in the classroom to help learners become more responsible for their own learning by taking risks and learning with freedom. JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.

Category: Continuous Improvement

Research Cited:

Activity - kid-Friendly Communities of Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning			08/11/2014	05/29/2015	\$8000 - GRECC Race to the Top \$750 - Title I Part A	COP teachers Principal kid-Friendly Staff

All children were screened for kindergarten readiness.

Goal 1:

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

Measurable Objective 1:

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100% of All Students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 06/01/2015 as measured by all available assessment data related to specific grades.

Strategy1:

Kindergarten Readiness - Kindergarten students and parents will attend Kindergarten Camp to help ensure readiness for starting school.

Category: Early Learning

Research Cited:

Activity - Kindergarten Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten parents and students will attend Kindergarten Camp. Students will have the opportunity to simulate a typical day in kindergarten. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will meet with the counselor/principal and kindergarten teachers to learn ways to help prepare their children for kindergarten.	Parent Involvement			07/17/2014	07/16/2015	\$1000 - FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

Strategy2:

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

Category: Continuous Improvement

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

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive.	Academic Support Program			09/01/2014	05/11/2015	\$500 - State Funds	Preschool Teacher

Activity - DISCOVERY ED Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program			08/11/2014	03/31/2015	\$1900 - Title I Part A \$1900 - General Fund	All K-5 Teachers, RTI Coordinator

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Activity - STANFORD 10 Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2015 to measure their growth and progress in all subject areas.	Academic Support Program			04/13/2015	04/17/2015	\$1500 - District Funding	K-2 Teachers

Activity - BRIGANCE Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program			08/01/2014	10/20/2014	\$500 - Other	Kindergarten Teachers

Strategy3:

Parent Communication - Teachers and parents will engage in regular communication through emails, phone calls/text programs, progress notes, conferences and "family nights" to encourage and support student achievement.

Category: Early Learning

Research Cited:

Activity - Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement			11/18/2014	06/01/2016	\$500 - GRECC Race to the Top \$1500 - FRYSC	Principal, Teachers, Counselor, FRYSC

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

Goal 1:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 06/01/2015 as measured by all available assessment data related to specific grades.

Strategy1:

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

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

Activity - DISCOVERY ED Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program			08/11/2014	03/31/2015	\$1900 - Title I Part A \$1900 - General Fund	All K-5 Teachers, RTI Coordinator

Activity - STANFORD 10 Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2015 to measure their growth and progress in all subject areas.	Academic Support Program			04/13/2015	04/17/2015	\$1500 - District Funding	K-2 Teachers

Activity - BRIGANCE Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program			08/01/2014	10/20/2014	\$500 - Other	Kindergarten Teachers

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive.	Academic Support Program			09/01/2014	05/11/2015	\$500 - State Funds	Preschool Teacher

Strategy2:

Parent Communication - Teachers and parents will engage in regular communication through emails, phone calls/text programs, progress notes, conferences and "family nights" to encourage and support student achievement.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

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Activity - Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement			11/18/2014	06/01/2016	\$500 - GRECC Race to the Top \$1500 - FRYSC	Principal, Teachers, Counselor, FRYSC

Strategy3:

Kindergarten Readiness - Kindergarten students and parents will attend Kindergarten Camp to help ensure readiness for starting school.

Category: Early Learning

Research Cited:

Activity - Kindergarten Camp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten parents and students will attend Kindergarten Camp. Students will have the opportunity to simulate a typical day in kindergarten. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will meet with the counselor/principal and kindergarten teachers to learn ways to help prepare their children for kindergarten.	Parent Involvement			07/17/2014	07/16/2015	\$1000 - FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

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

Goal 1:

Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the overall reading and math for Jamestown Elementary from 50.7 to 64.4 by 06/01/2016 as measured by K-Prep.

Strategy1:

kid-Friendly Communities of Learners - As part of the kid-Friendly grant, schools will take part in a 3 year process of innovation in the classroom to help learners become more responsible for their own learning by taking risks and learning with freedom. JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.

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Category: Continuous Improvement

Research Cited:

Activity - kid-Friendly Communities of Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning			08/11/2014	05/29/2015	\$8000 - GRECC Race to the Top \$750 - Title I Part A	COP teachers Principal kid-Friendly Staff

Strategy2:

Problem Solving Application - Teachers will help students learn specific strategies to understand, break down problems, and apply the math skills needed to solve real world and multi-step problems. A variety of on-line programs will be utilized to strengthen problem-solving skills: Accelerated math, Star Math, Go Math, and Study Island. Each program tracks student progress. Emphasis will be placed on math vocabulary development and Conceptual Building Blocks.

Category: Learning Systems

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

Activity - Star Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program			08/11/2014	05/29/2015	\$1900 - Title I Part A \$1900 - General Fund	Math Teachers

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program			08/11/2014	05/29/2015	\$355 - State Funds	Teachers

Activity - CRA Method	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning			08/11/2014	05/29/2015	\$750 - Title I Part A \$750 - State Funds	Math Teachers

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Activity - Go Math - Online	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Teachers

Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction			09/02/2014	04/24/2015	\$4500 - Title I Part A	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Activity - Math Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Math Teachers

Strategy3:

Benchmarking System - Teachers use standardized assessments to determine students' level of mastery of each standard. Students progress is compared to peer groups both local, state, and national.

Category: Continuous Improvement

Research Cited:

Activity - Discovery Education/Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program			09/02/2014	04/03/2015	\$768 - District Funding \$200 - School Council Funds \$1900 - General Fund \$1900 - Title I Part A	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

Strategy4:

Improve reading fluency and comprehension - Students will practice timed assessments in reading throughout the year to maximize their pacing skills and improve reading fluency. Through the use of quick reads, cold reads, the STAR reading test and instruction in test taking strategies students will show improvement in reading fluency skills and will increase individual lexile scores. Several methods will be used to improve comprehension: Visualizing and Verbalizing, Bartons, Journey's write in readers, and Reading Eggs. Rtl interventionists will meet with students in small groups and focus on strategic vocabulary and untimed cold reads to improve comprehension. Discovery Education and Easy CBM will be used to monitor students' progress.

Category: Continuous Improvement

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

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Activity - Test Taking Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction			08/11/2014	05/29/2015	\$200 - State Funds	Donnie Wilkerson

Activity - Star Reading Test	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$1300 - State Funds	Homeroom Teachers

Activity - Cold Reads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Reading Teachers

Activity - Highly Qualified Sub-Teacher	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will hire a highly qualified sub-teacher to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction			08/11/2014	05/29/2015	\$8500 - Title I Part A	Principals RTI Staff Interventionalist

Activity - Quick Reads	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Reading Teachers

Activity - Journeys Write in Readers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program			09/15/2014	05/29/2015	\$0 - No Funding Required	RTI staff

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Activity - Visualizing and Verbalizing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program			02/02/2015	05/29/2015	\$0 - No Funding Required	RtI and Special Education staff

Activity - Barton's Reading & Spelling Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program			09/15/2014	05/29/2015	\$3600 - Title I Part A	RtI staff and Special Education teachers

Activity - Cold Reads for Comprehension	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Teachers

Strategy5:

Building Math Fluency - Teachers will use a variety of instructional strategies and programs to help students build fluency and memorization of basic math facts. On-Line Programs include Go Math, Moby Max, Math Whiz. Classroom Activities include Flash Back Fridays, 4th Grade Calendar Math, 3rd and 4th Grade Math Fact Parties. CRA Method(Concrete, Representational,and Abstract) is used daily across all grade levels. An annual Math Bowl is held for Grades 1 - 5. After School Math Labs through ESS are held Monday through Thursday of each week. RTI supports students in small group settings daily. Monitoring includes formative and summative classroom assessments, RTI Progress Monitoring data, and On-line assessment data.

Category: Continuous Improvement

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

Activity - On-Line Math Fluency Resource Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max which is funded through school funds, and Math Whiz funded by a grant.	Academic Support Program			08/11/2014	05/29/2015	\$79 - School Council Funds \$2700 - GRECC Race to the Top	Classroom Teacher RTI Staff

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Activity - Math Fact Party	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program			08/11/2014	05/29/2015	\$500 - School Council Funds	Teachers Principal

Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive extra instruction from a highly qualified instructor to help develop a stronger number sense and master math facts.	Direct Instruction			09/02/2014	04/24/2015	\$4500 - State Funds	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Activity - RTI Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program			08/11/2014	05/29/2015	\$0 - No Funding Required	Principal Teachers RTI Staff

Activity - Afterschool Math Labs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring			08/11/2014	05/29/2015	\$1500 - State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - Math Bowl	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement			08/11/2014	04/30/2015	\$1800 - Other	Teachers

Activity - Conceptual Building Blocks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend training in conceptual building learning through GRREC.	Academic Support Program			08/11/2014	05/29/2015	\$2000 - Title I Part A	Math Teachers

Strategy6:

Common Assessments in all Grade Levels - K-5 teachers will administer common assessments throughout the year. The results of this testing will be used to guide classroom instruction. This information will also identify areas that need to be targeted for K-PREP and Stanford 10 testing.

Category: Continuous Improvement

Research Cited:

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Activity - K-2 and 3-5 Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction			08/11/2014	05/29/2015	\$0 - No Funding Required	Regular education and Special Education teachers; Elementary Curriculum 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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7 to 64.4 by 05/29/2015 as measured by K-Prep.

Strategy1:

Intentional Learning Focus for Students Qualifying for Free & Reduced Meals - Teachers and staff will focus on meeting the individual needs of students with qualifying for free & Reduced Meals

Category: Learning Systems

Research Cited: Use of small group and one-on-one research based instruction and research/evidence based supplemental intervention programs.

Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program			12/15/2014	05/29/2015	\$500 - Race to the Top \$1500 - FRYSC	Teachers, Principal, FRYSC Coordinator, Counselor

Activity - Differentiated Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

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Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program			08/25/2014	06/01/2015	\$0 - General Fund	Principal, RTI teachers, regular classroom teachers

Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II and III, four days a week, Monday-Thursday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a certified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction			09/02/2014	04/24/2015	\$13000 - Other	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal

Activity - Goal Setting/Motivation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement			08/11/2014	06/01/2016	\$500 - Other	Teachers, Principal, Counselor, Librarian

Strategy2:

Intentional Learning Focus for Students with Disabilities - Teachers and Staff will provide intentional learning strategies for students with disabilities to reduce percentage of students scoring novice on the KPREP.

Category: Professional Learning & Support

Research Cited: Use of small group and one-on-one research based instruction; co-teaching in the regular classroom; and research/evidence based supplemental intervention programs.

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Activity - Writing Collaboration PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular teacher and Special Education teachers who will collaborate together will attend a GRREC PD about collaborating in writing.	Professional Learning			11/20/2014	11/20/2014	\$200 - IDEA	Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted professional development for special education teachers will be provided to each teacher through the "Building Self-Reliant Learners" Professional Development sponsored by Kid-Friendly grant. Teachers will be members of cadres studying: Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners.	Professional Learning			12/01/2014	06/01/2015	\$1800 - Race to the Top	Teachers, Principal, Special Education Coordinator

Activity - Purchase of and training for New Research Based Teaching Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program			05/27/2014	06/30/2015	\$19000 - Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator

Activity - Increase Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review collaboration time in regular school activity schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction			01/01/2015	06/01/2016	\$0 - No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be provided in the school schedule for weekly PLC time for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Special Education teachers, principals

Strategy3:

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

Category: Continuous Improvement

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

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

Activity - KET - Teacher Network	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

Activity - Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers are using standards based grading to assess the mastery of Common Core Standards.	Policy and Process			08/11/2014	06/01/2015	\$0 - No Funding Required	Teachers

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning			08/13/2012	05/22/2015	\$0 - No Funding Required	Teachers

Activity - Develop ELA/Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program			08/11/2014	06/01/2016	\$2000 - Title I Part A	Teachers

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Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning			08/01/2014	06/01/2016	\$0 - No Funding Required	Principal, Teachers

Goal 3:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 06/01/2015 as measured by all available assessment data related to specific grades.

Strategy1:

Parent Communication - Teachers and parents will engage in regular communication through emails, phone calls/text programs, progress notes, conferences and "family nights" to encourage and support student achievement.

Category: Early Learning

Research Cited:

Activity - Family Nights	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement			11/18/2014	06/01/2016	\$500 - GRECC Race to the Top \$1500 - FRYSC	Principal, Teachers, Counselor, FRYSC

Strategy2:

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

Category: Continuous Improvement

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

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Activity - STANFORD 10 Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2015 to measure their growth and progress in all subject areas.	Academic Support Program			04/13/2015	04/17/2015	\$1500 - District Funding	K-2 Teachers

Activity - DISCOVERY ED Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program			08/11/2014	03/31/2015	\$1900 - General Fund \$1900 - Title I Part A	All K-5 Teachers, RTI Coordinator

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 50.7 to 64.4 by 05/29/2015 as measured by K-Prep.

Strategy1:

Intentional Learning Focus for Students with Disabilities - Teachers and Staff will provide intentional learning strategies for students with disabilities to reduce percentage of students scoring novice on the KPREP.

Category: Professional Learning & Support

Research Cited: Use of small group and one-on-one research based instruction; co-teaching in the regular classroom; and research/evidence based supplemental intervention programs.

Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be provided in the school schedule for weekly PLC time for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Special Education teachers, principals

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Activity - Purchase of and training for New Research Based Teaching Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program			05/27/2014	06/30/2015	\$19000 - Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted professional development for special education teachers will be provided to each teacher through the "Building Self-Reliant Learners" Professional Development sponsored by Kid-Friendly grant. Teachers will be members of cadres studying: Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners.	Professional Learning			12/01/2014	06/01/2015	\$1800 - Race to the Top	Teachers, Principal, Special Education Coordinator

Activity - Writing Collaboration PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular teacher and Special Education teachers who will collaborate together will attend a GRREC PD about collaborating in writing.	Professional Learning			11/20/2014	11/20/2014	\$200 - IDEA	Teachers

Activity - Increase Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review collaboration time in regular school activity schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction			01/01/2015	06/01/2016	\$0 - No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

Strategy2:

Intentional Learning Focus for Students Qualifying for Free & Reduced Meals - Teachers and staff will focus on meeting the individual needs of students with qualifying for free & Reduced Meals

Category: Learning Systems

Research Cited: Use of small group and one-on-one research based instruction and research/evidence based supplemental intervention programs.

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Activity - Goal Setting/Motivation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement			08/11/2014	06/01/2016	\$500 - Other	Teachers, Principal, Counselor, Librarian

Activity - Reward System/Motivation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise.	Behavioral Support Program			08/11/2014	06/01/2016	\$4990 - Other	Teachers, Principal

Activity - Benchmark Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program			08/25/2014	06/01/2015	\$0 - General Fund	Principal, RTI teachers, regular classroom teachers

Activity - ESS Daytime Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II and III, four days a week, Monday-Thursday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a certified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction			09/02/2014	04/24/2015	\$13000 - Other	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal

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Activity - Parent Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program			12/15/2014	05/29/2015	\$500 - Race to the Top \$1500 - FRYSC	Teachers, Principal, FRYSC Coordinator, Counselor

Activity - ESS/21st Century Before & After School	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program			09/15/2014	04/30/2015	\$60000 - Other \$3000 - State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Differentiated Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

Strategy3:

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

Category: Continuous Improvement

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

Activity - Standards Based Grading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers are using standards based grading to assess the mastery of Common Core Standards.	Policy and Process			08/11/2014	06/01/2015	\$0 - No Funding Required	Teachers

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Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning			08/01/2014	06/01/2016	\$0 - No Funding Required	Principal, Teachers

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

Activity - Develop ELA/Math Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program			08/11/2014	06/01/2016	\$2000 - Title I Part A	Teachers

Activity - Data Retreat	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from our school will meet together for three days to learn a process for data driven PLCs. In a PD day the next week the team will share with staff the process and specific school and grade-level data was analyzed. This process will be used to drive all future PLC time and keep teachers focused on real data.	Professional Learning			09/24/2014	06/01/2016	\$0 - No Funding Required	Principal, Teachers

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet weekly in PLCs at JES and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning			08/13/2012	05/22/2015	\$0 - No Funding Required	Teachers

Activity - KET - Teacher Network	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

Activity - CIITS Edivation PD Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS website has numerous PD videos to assist teachers in strengthening practice.	Professional Learning			08/11/2014	06/01/2016	\$0 - No Funding Required	Teachers

Goal 2:

Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) from ___% in 2015 to ___% by 2020. Percentage to be computed after baseline is set.

Measurable Objective 1:

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

Strategy1:

Professional Learning Communities - Scheduled PLC time will be utilized to promote teacher effectiveness. Teachers will meet weekly to analyze student data from KPREP, Discovery Education, Easy CBM, STAR, etc... teacher leads will also use this time to share knowledge from any new training they have received (CIITS, TPGES, GRREC etc...)

Category: Professional Learning & Support

Research Cited: Research Based

Activity - Identifying student groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program			10/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers.	Academic Support Program			10/13/2014	05/29/2015	\$0 - No Funding Required	Principal, Teachers

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

Goal 1:

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

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 06/01/2015 as measured by all available assessment data related to specific grades.

Strategy1:

Writing Training - The writing professional learning opportunity will provide teachers with new methods and strategies to improve the overall writing program at Jamestown Elementary.

Category: Professional Learning & Support

Research Cited:

Activity - Writing Workshops with Sylvia Abell	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary teachers will attend a one day writing training on February 12, 2015, provided by the Kentucky Department of Education. Our fifth grade writing teacher will also attend a 2-day On Demand workshop on February 10-11, 2015, with Sylvia Abell to help increase our writing performance.	Professional Learning			02/10/2015	02/12/2015	\$1500 - Title I Schoolwide	Larimie Richardson, Tobie Voils, Andrea Thomas, Junetta West, Sherri Wall

Goal 2:

All grade levels will integrate Program Review requirements into their curriculum across all content areas.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency and develop a deeper understanding of content through lessons and activities across the curriculum to strengthen Practical Living/Career Studies, Writing, and in Art & Humanities by 06/01/2016 as measured by an overall

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increase in our program review scores.

Strategy1:

Strengthening Program Reviews - Students will actively engage in specific content learning and applications across the curriculum to strengthen program reviews in Practical Living/Career Studies, Arts & Humanities, and Writing.

Category: Continuous Improvement

Research Cited:

Activity - PRIDE Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All JES students will participate in PRIDE every Wednesday for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Writing.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	Beckie Godby, Michael Carpenter, & Lori Loy

Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program			08/11/2014	06/01/2016	\$0 - No Funding Required	All teachers

School Safety Diagnostic

Introduction

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

School Safety Requirements

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

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

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Jamestown 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		