



KDE Comprehensive School Improvement Plan

Salem Elementary School
Russell County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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?

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

Salem Elementary School is located in Russell Springs, KY. Salem is a rural community in eastern Russell County outside of the city of Russell Springs. Salem Elementary is surrounded by a supportive community of parents, businesses and stakeholders. Salem Elementary has an enrollment of 374 students. The grade range now at Salem Elementary is Pre-School - 5th grade. SES is a Title 1 Schoolwide school having 74% of our students receiving free and reduced lunch. Salem Elementary has two classrooms per grade with the exception of kindergarten where we have three kindergarten classrooms. We have self-contained classrooms in kindergarten and first grade. Second grade through fifth grade classrooms departmentalize. This allows our students to have an equal amount of time in content areas with highly qualified teachers that can focus on specific content standards. Students in all grades are challenged with a rigorous curriculum. Each grade's curriculum contains English/Language Arts, Mathematics, Writing, Science, and Social Studies. Salem Elementary functions as a team. Everyone is in the game at SES. Our instruction begins immediately with everyone in the school teaching reading. The schedule reflects the librarian and gym teacher working with intervention groups as soon as school begins. The team concept allows teachers to foster relationships with students to guide them to reach their potential. Salem Elementary has a very rigorous RTI program in place. While the state recommends that the 10% and below be targeted for RTI, we target the 25% and below to receive Response to Intervention. This reaches students far above the 10%. For the 2014-2015 (and continuing) school year Salem Elementary has added every student not meeting grade level on Stanford 10 or not meeting proficient benchmarks on KPREP testing to RTI. This allows every student in the school to receive RTI services even if they are not falling below the 25%. Currently 8% of our students receive special education services. In addition to our regular classroom teachers, we have one full time guidance counselor, a library/media specialist, a physical education teacher, and a Family Resource Center.

SES has experienced a huge change within this school year. We welcomed a new principal in July of 2015. Ms. Kimberlee Webb was hired and has been a wonderful leader for Salem Elementary School. Ms. Webb was a teacher at Salem Elementary for 8 years before becoming principal. This allowed her a great insight into the already strong family at Salem Elementary. We now house three full time preschool classes which has increased our enrollment by 70 students. Accommodating this many new students has required us to create flexible schedules for gym, library, music and lunch. In addition it has allowed us to have six more faculty and staff members that have quickly adapted and enhanced our family atmosphere. Pre-school students can vary from ages three to five and can come with various disabilities and economic backgrounds. This has been a challenge to the students and staff. The current Salem Elementary faculty and staff has pulled together to make up for the loss of positions within the school. Another challenge facing Salem Elementary in recent years is the increased number of students being raised by grandparents due to parents being unable to care for their children. Our students come to us with both academic and social needs. Salem Elementary strives to meet both the academic and social needs of our students. In addition, this year, our community has been faced with the closing of a major manufacturing plant resulting in the loss of 800-1,000 jobs. This has left numerous students with at least one or both parents facing unexpected unemployment.

Salem Elementary School's Plan reflects strategies that address our priority needs and accomplish our goals to improve student achievement. It includes strategies such as effective professional development, collaboration with various

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educational cooperatives and purchasing materials to help improve reading and math for ALL students. SES partners with several businesses in the community to provide students with a variety of learning opportunities. The school receives great community and parental support. Salem Elementary looks for ways to improve and make our school and students stronger on a daily basis. The school community of SES is highly committed to the achievement of the school's improvement goals in the 2015-2016 CSIP.

School's Purpose

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

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Salem Elementary is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to challenging students' every day and creating a culture of high expectations. This is Salem Elementary's third year as a Leader In Me School in which we are working together with SBDM, parents, community stakeholders, staff, and students to help create this vision leadership for our school. The mission of Salem Elementary School is preparing today's student leaders for tomorrow's world.

Currently the students have collaborated with the faculty to create individual classroom mission statements. This has allowed our students to have a voice in creating expectations that will create success for them. Also, this partnership between the faculty and students is creating a shared responsibility in which the students have an integral part in leading their educational achievements. It is an ongoing process that we began to take our students down the road into creating a personal mission statement in which they will begin to set goals for themselves that they can be proud in achieving. This year our focus is to help students understand their own worth and value through various leadership activities as well as the educational learning environment where hard work is the norm.

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

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

Notable Achievements and Areas of Improvement

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

Although we are still a Needs Improvement/Progressing School there is still a lot to be proud of at Salem Elementary. Overall our academic achievement index is a 70.3: reading...73.2, math...67.4, social studies...81.4, writing...54.7, language...76.0. Also, our school obtained the highest achievement scores in the district and in all but one areas were above the state. However, Salem Elementary's goal still remains to increase our over-all score each year. We are focusing on decreasing the average novice/apprentice average in reading and math. In addition to these goals, Salem Elementary has chosen to focus on each child that is not reaching proficiency on KPREP testing and each child that is not reaching grade level on the Stanford 10 Achievement Test and have placed all of those students into RTI services.

Salem Elementary fields a competitive academic team and quick recall team. Over the years, each team has represented the school with distinction as an extracurricular club. The Salem Elementary Academic Team represents our school each year at the Governor's Cup. Salem Elementary participates in 4-H and gains much recognition each year in 4-H competitions. Our students participate in 4-H speech contests, demonstration contests, and poetry writing contests. In the 4H art poster contest, two out of the three district winners were from Salem Elementary. One of our fifth grade students won the district 4H demonstration competition. This same student went onto the state level where she placed first and received a blue ribbon. Many blue ribbons and grand champions are from Salem Elementary each year. The Russell County School District just ended performances of "The Best Christmas Pageant Ever." Several SES students were cast members in the play. For the last four years, some Salem Elementary students have participated in plays at the Russell County Auditorium/Natorium Complex. Students participating in the plays practice after-school and perform the play for students across the county at the ANC. SES has received the District High Attendance Day Award on numerous occasions, this year in particular Salem Elementary was also the regional winner topping all elementary, middle, and high schools. Salem Elementary is very proud of all of its notable achievements.

Areas of Improvements:

Over the next three years Salem Elementary plans to see growth in student achievement. Making the change to the new CCSS and the new KPREP Assessment has been a well met challenge. We will continue to work to increase the rigor of our instruction in order to keep pace with the challenging requirements of Common Core and KPREP. Also, as part of the Race to the Top Grant and our partnership with GRREC we have targeted personalized learning as an area that we could improve on. Our focus has to become that we find ways to begin to implement personalized learning for our students naturally into our classroom where it fits and helps support the flow of the classroom instruction time. This is something we have started with a few of our teachers in the school as a learning process and will begin to implement schoolwide.

Additional Information

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

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SES wants to foster a sense of giving to the less fortunate. SES students are involved in community service projects throughout the school year. Some of these include... March of Dimes collection boxes, Flip Flop drives to send to other countries, Food for the Needy Can Food Drives, and the new SES Christmas Mission. The SES Christmas Mission was new for the 2014 Christmas season and will continue into the 2015 Christmas Season. Students are collecting and bringing in items to fill backpacks for needy students in the Russell County School System. This is all in the place of classroom gift exchanges and the faculty Christmas party.

SES recognizes student achievement in many different ways:

Honor Roll Recognition

Perfect Attendance Recognition

Pizza Hut Reading Incentive Awards

Leader In Me Leadership Recognition Awards

AR Reward Trips

Spotlight Student of the Month

SES partners with Lindsey Wilson College to welcome in student teachers and observers to our school. We partner with the Russell County High School to bring STAR students to our school. These STAR students are high achieving students from the high school that come into the classrooms to work with our students. This year we have a high school senior that is fluent in both Spanish and English that is on a work/study program at Salem Elementary. He works with our ESL students and interprets for them.

SES is a strong community school, many opportunities are provided throughout the year to welcome parents and community members into SES...Fall Family Fun Walk, Honor's Breakfast, Veteran's Program, Grandparents' Lunch, Christmas Program, Literacy Day with guest readers and many others. This year Salem Elementary has added through the Family resource Center, The WATCH DOGS (Dads of Great Students) . This program incorporates dads into the school day. DADs come into the schools and spend the day working and helping during the school day.

We work day to day as we are a family. One of the things SES is known for is our positive learning environment. We focus on more than just academics. Our goal is to develop the whole child. SES students, above all, feel loved and cared for.

2015-2016 Salem Elementary CSIP

Overview

Plan Name

2015-2016 Salem Elementary 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 proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 5 Activities: 12	Organizational	\$9286
2	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 20	Organizational	\$72100
3	Increase the Annual Measurable Objective by a 1.0 % gain in overall accountability from 63.3% to 64.3%.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$1600
4	Decrease the novice percentage of all learners in grades 3-5 from 15.9% to 13.9% in reading for the 2015-2016 school year. .	Objectives: 1 Strategies: 5 Activities: 13	Academic	\$12200
5	Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at 48.4%	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$4200
6	Increase kindergarten readiness skills of preschool students and strenghten core learning in kindergarten.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$2100
7	Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015.	Objectives: 2 Strategies: 3 Activities: 11	Organizational	\$950
8	Local assessment data will be made available in a timely manner to impact instructional practices.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$3000
9	Decrease the novice percentage of all learners from 16.7% to 14.6% in math for the 2015-2016 school year.	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$5000
10	Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 57.1 % to 50 % and in math from 71.4% to 62.4% for the 2015-2016 school year.	Objectives: 2 Strategies: 4 Activities: 8	Academic	\$0
11	Improve all Program Reviews so that we will attain a proficient rating.	Objectives: 1 Strategies: 4 Activities: 19	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

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

Strategy 1:

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

Category:

Activity - PLC (Professional Learning Community) Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$1500	Title I Part A, State Funds	PLC (Professional Learning Community) Leaders Classroom Teachers Principals
Activity - Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards.	Direct Instruction	08/18/2014	05/25/2015	\$0	No Funding Required	Classroom Teachers
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits.	Parent Involvement	08/18/2014	06/30/2015	\$0	No Funding Required	Classroom Teacher RTI Interventionist

Strategy 2:

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

Category: Management Systems

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Activity - SBDM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught.	Direct Instruction	08/18/2014	05/25/2015	\$0	No Funding Required	SBDM Council teachers

Strategy 3:

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

Category:

Activity - Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps.	Professional Learning	09/29/2014	05/25/2015	\$0	No Funding Required	Principal Classroom Teachers

Activity - GRECC PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in several PD days led by GRECC Literacy Consultant. The PD days will provide teachers with numerous opportunities that they can choose from to meet their needs. Within this year they will be offering a Data Retreat, Phonemic Awareness, Developing Vocabulary, and much more. This will allow our teachers the chance to attend a PD that they feel will best meet their needs.	Professional Learning	08/18/2014	05/25/2015	\$1800	GRECC Race to the Top	Primary/Intermediate Teachers Principals

Activity - Data Retreat	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a 3 day data retreat presented by GRECC. This retreat will allow time for in depth test analysis so that each school can take a look at primary concerns, make hypotheses based on assessments, and create plans for improvement. This information was then brought back to the school setting at a PD in which all faculty was taken through the assessment analysis process.	Academic Support Program	09/30/2014	10/02/2014	\$2500	GRECC Race to the Top	Data Retreat Team Classroom Teachers

Activity - Community Practice Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community practice teachers will attend trainings provided by GRECC to provide assistance in model classroom implementation.	Professional Learning	08/11/2014	05/29/2015	\$1000	GRECC Race to the Top	Community Practice Teachers GRECC

Strategy 4:

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

Category:

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Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education.	Academic Support Program	09/08/2014	05/25/2015	\$2200	District Funding	RTI Coordinators
Activity - EasyCBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EasyCBM is used to progress monitor students receiving RTI interventions.	Academic Support Program	09/01/2014	06/30/2015	\$286	General Fund	RTI Interventionists

Strategy 5:

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

Category:

Activity - Daily Cold Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format.	Academic Support Program	08/18/2014	05/25/2015	\$0	No Funding Required	Classroom Teacher Intervention Specialist
Activity - Rocking On Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 1-5 have been placed in a Reading Fluency Packet on their individual grade level. They are read with these packets daily to increase reading fluency and comprehension.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	RTI Interventionists Classroom Teachers

Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Salem Elementary from 44.5 to 50.1 by May 2015 as measured by K-Prep. by 05/25/2015 as measured by the Unbridled Learning Formula.

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Strategy 1:

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

Category:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS.	Professional Learning	08/10/2015	05/23/2016	\$1500	Title I Part A, State Funds	Teachers Principals District PLC Leaders
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning.	Academic Support Program	08/10/2015	05/16/2016	\$0	No Funding Required	Teachers District PLC Leaders Principals
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time.	Direct Instruction	08/10/2015	05/23/2016	\$2200	District Funding	Classroom Teachers & Curriculum Coach

Strategy 2:

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

Category:

Activity - RTI/KSI Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program, Barton System, and Moby Max.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	RTI/KSI highly qualified intervention teachers Classroom Teachers
Activity - RTI/KSI Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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K-5 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Ad+Vantage Math, Math Recovery, Quarter Mile Math, Math Seeds, Math Whiz, and ECU Math Fact Fluency.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	RTI/KSI highly qualified intervention teacher Classroom Teachers
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Activity - RTI Team Meetings & Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	RTI Interventionist Classroom Teacher

Activity - Intervention Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	RTI Interventionist Classroom Teacher

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ESS daytime waiver will offer RTI services to students unable to stay in afterschool due to lack of transportation.	Academic Support Program	08/10/2015	05/23/2016	\$12000	Title I Schoolwide	ESS Daytime Waiver Employee RTI/KSI Intervention Specialists

Activity - Title I Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A part time (certified teacher) interventionist will work three days per week with struggling math students. This focus will be placed on math students in graded 3-5. The interventionist will work with individual and small groups of students to close the gaps in learning to aid in these students reaching proficiency.	Academic Support Program	09/21/2015	05/23/2016	\$4000	Title I Part A	Math Interventionist Principal

Strategy 3:

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

Category:

Activity - Literacy Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child.	Parent Involvement	08/18/2014	06/30/2015	\$1500	Title I Part C	Librarian Principal Classroom Teachers Classified Staff
Activity - Renaissance Learning ~ STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents.	Academic Support Program	08/18/2014	05/25/2015	\$2400	School Council Funds	Librarian Classroom Teachers
Activity - Reading Eggpress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggpress is a web-based program that students will be able to access at home to involve parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books.	Parent Involvement	08/18/2014	05/25/2015	\$2000	Booster Fund	Librarian Classroom Teacher Parents
Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent.	Parent Involvement	08/18/2014	05/25/2015	\$2000	Booster Fund	Librarian Classroom Teacher Parents
Activity - Writing Across the Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Center Activities, and Quick Writes.	Academic Support Program	08/18/2014	05/25/2015	\$0	No Funding Required	Regular Classroom Teacher
Activity - STAR Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR early literacy is web based program that assesses K and 1st grade students in beginning reading skills. It is used by school librarian, classroom teachers, and RTI Interventionists to design each student's individual reading plan. Students are assessed 3 times a year to show growth and reports are sent to parents.	Academic Support Program	09/22/2014	06/30/2015	\$900	School Council Funds	Classroom teachers Librarian RTI Interventionists

Strategy 4:

Math Initiative - Students will be actively engaged in math activities that will increase math awareness. Also, the math initiative will focus clear understanding of math

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fact fluency, problem solving, and application.

Category:

Activity - Math March Madness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded.	Academic Support Program	08/18/2014	05/25/2015	\$2000	Other	Math Teachers Principal PTO

Activity - Math Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data.	Tutoring	08/18/2014	05/25/2015	\$600	Other	21st Century Afterschool Staff Math Teachers

Activity - Math Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth.	Academic Support Program	08/18/2014	05/25/2015	\$41000	Other	Math Recovery Specialist

Activity - Math Whizz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS.	Direct Instruction	08/18/2014	05/25/2015	\$0	No Funding Required	Math Recovery Specialist RTI Coordinator

Activity - Writing Across the Content ~ Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do.	Academic Support Program	08/11/2014	05/25/2015	\$0	No Funding Required	Regular Education Teacher

Goal 3: Increase the Annual Measurable Objective by a 1.0 % gain in overall accountability from 63.3% to 64.3%.

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Measurable Objective 1:

collaborate to increase all accountability area scores by 1.% to acheive an overall total of 64.3% by 05/25/2015 as measured by Unbridled Learning Formula.

Strategy 1:

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

Category:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	PLC Committee members PLC Leaders Classroom Teachers

Strategy 2:

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

Category:

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will receive immediate feedback on their assessment showing them both their strengths and weaknesses.	Academic Support Program	08/17/2015	05/23/2016	\$400	School Council Funds	Classroom Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress.	Academic Support Program	08/17/2015	05/23/2016	\$1200	School Council Funds	Classroom Teachers

Strategy 3:

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

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Category:

Activity - Go Math! Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Go Math! curriculum Kindergarten through 5th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction.	Direct Instruction	08/10/2015	05/23/2016	\$0	No Funding Required	Math Teachers
Activity - Eku Fact Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Eku Fact Fluency daily in math classrooms 2nd grade through 5th grade to improve students quick recall of math facts.	Direct Instruction	08/17/2015	05/23/2016	\$0	No Funding Required	Math Teachers
Activity - Journeys CCSS Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Journeys CCSS Reading Series was purchased for the 2013-2014 school year. Since then this has been the CCSS Reading Series that is used school and district wide.	Direct Instruction	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Reading Teachers RTI Leads
Activity - Go Math- Arts & Humanities/Practical Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Atrs & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0	No Funding Required	Regualr Classroom Teacher
Activity - Journeys ~ Arts & Humanities/ Practical Living	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0	No Funding Required	Regular Classroom Teacher

Strategy 4:

Parental Involvement - Parents will be directly involved and collaborate with the school and their children's learning and educational experiences and opportunities. This direct parental support and involvement will increase the overall proficiency level among students.

Category: Stakeholder Engagement

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Activity - Monthly Parent Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will create a monthly classroom newsletter written by students to inform parents of upcoming important dates and activity begin held within the school. These newsletters will also inform parents of student learning within the classroom.	Parent Involvement	09/01/2015	05/23/2016	\$0	No Funding Required	Students Classroom Teachers Principal
Activity - 9 Week Standards Checklists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will send home a checklist to parents with the common core state standards being covered each nine weeks. Parents will receive a list of the standards along with explanations of the the content begin taught each nine weeks.	Parent Involvement	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher Principal
Activity - Web-Based learning at home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents are informed of each web-based learning programs that the school as subscriptions to. Each family is provided with a detailed explanation of the program along with their child's user name and password for the programs provided. Families are encouraged to use the web-based programs at home together to strengthen and support their child's path to proficiency.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher Librarian Principal

Goal 4: Decrease the novice percentage of all learners in grades 3-5 from 15.9% to 13.9% in reading for the 2015-2016 school year. .

Measurable Objective 1:

A 1% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency effort in decreasing the overall novice and apprentice percentage in English Language Arts by 05/25/2015 as measured by Unbridled Learning Formula.

Strategy 1:

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

Category:

Activity - Reading Eggspress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male students will build reading and comprehension skills through the research web based program Reading Eggspress. This is a high interest reading program for males as they get to build avatars, compete in head to head contest in a stadium, and work out in the comprehension gym.	Technology	08/10/2015	05/23/2016	\$2000	Booster Fund	Librarian Classroom Teacher

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Activity - Reading with I-Pads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level.	Technology	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher RTI/KSI Intervention Specialists
Activity - Discovery Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students can use individual accounts to access numerous reading passages and streaming videos.	Direct Instruction	08/10/2015	05/23/2016	\$2200	District Funding	Classroom Teachers
Activity - Journeys CCSS Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Journeys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson.	Direct Instruction	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Reading Teachers
Activity - STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading is a web based program for all students to assess their reading levels. After taking the STAR Reading test each student will be placed on their individualized reading level for AR book reading. Also, teachers can monitor student's progress and reading levels to encourage success in reading.	Academic Support Program	08/10/2015	05/23/2016	\$1000	Other	Classroom Teachers

Strategy 2:

Decrease the gap between female and male learners in reading - Classroom teachers will encourage and foster an environment of reading specific for both females and males. This will include providing high interest literature for both groups, presenting visual reading materials (youtube, brainpop, etc.), and allowing students to engage in literacy centers.

Category: Continuous Improvement

Activity - High Interest Literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male learners will have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	Librarian Classroom Teachers Intervention Specialist
Activity - Literacy Listening Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Male learners will use listening centers to strengthen literacy skills.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	Librarian
Activity - Male Mentoring Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	Male Staff

Strategy 3:

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

Category:

Activity - Gender Equity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learnrs.	Direct Instruction	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers

Strategy 4:

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

Category:

Research Cited: RTI/KSI

Activity - Journeys RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Journeys CCSS reading Series comes with Write in Readers and Literacy ToolKits for each grade level.	Tutoring	08/17/2015	05/23/2016	\$0	No Funding Required	RTI Coordinators Classroom Teachers

Activity - Journeys Fluency Daily Cold Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement.	Technology	08/17/2015	05/23/2016	\$7000	Other	RTI Coordinators Classroom Teachers

Strategy 5:

Parental Involvement - Parents will collaborate with the school, through the principal and classroom teacher to ensure that parents are directly involved in their child's educational experiences.

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Category: Continuous Improvement

Activity - Resources and Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources and assistance will be made available to parents to take into the home to encourage support with homework and school activities.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	Principal Classroom Teacher RTI/KSI Interventionist

Activity - Resources and assistance to Migrant/EL Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant and EL Staff will provide resources and assistance to the homes to encourage support with homework, getting their child ready to start school, and school activities.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	Migrant/EL Staff Principal

Goal 5: Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at 48.4%

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in math and in English Language Arts by 05/23/2016 as measured by Unbridled Learning Formula.

Strategy 1:

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

Category:

Activity - RTI Benchmarking and Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be progress monitored through EasyCBM to show areas of weakness. ILP's will be developed to get these students on track to proficiency.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	RTI teachers teachers

Activity - RTI Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers
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Activity - RTI Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math.	Academic Support Program	08/24/2015	05/16/2016	\$0	No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Strategy 2:

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

Category:

Activity - FRAA (Free Reduced Academic Awareness) Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.	Professional Learning	08/17/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers Principal

Strategy 3:

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

Category:

Activity - Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards.	Direct Instruction	08/17/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers

Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need.	Academic Support Program	09/07/2015	05/23/2016	\$3200	State Funds	Certified Staff Members
Activity - Extended Before School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website.	Academic Support Program	09/02/2014	05/23/2016	\$1000	State Funds	Certified Staff Member

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

Measurable Objective 1:

A 5% increase of Pre-K grade students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/18/2014 as measured by Brigance.

Strategy 1:

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

Category:

Activity - PLC Meetings ~ Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students.	Professional Learning	08/10/2015	05/23/2016	\$0	No Funding Required	Pre-school Teachers
Activity - PLC Meetings ~ Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach to assist in monitoring the implementation of common assessments, revise standards based report cards, and make any changes to curriculum as needed district wide.	Professional Learning	08/17/2015	05/23/2016	\$1000	Title I Part A	Kindergarten Teachers
Activity - Preschool Pals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies.	Academic Support Program	08/10/2015	05/23/2016	\$800	Grant Funds	Private Pre-school/ In home Daycares Race to the Top Grant
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Strategy 2:

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

Category:

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Easy CBM benchmarking. Students will receive interventions using Ad+Vantage Math Recovery, Number Worlds, and Go Math Interventions.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	Interventions Specialist Classroom Teacher

Activity - Easy CBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Easy CBM will be used to progress monitor students in kindergarten beginning the 2014-2015 school year. Measures being used are letter naming and letter sounds.	Academic Support Program	08/17/2015	05/23/2016	\$0	No Funding Required	Intervention Specialist Regular Classroom Teacher

Strategy 3:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Creative Curriculum for Pre-school. Covered is this curriculum is Language, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction.

Category: Early Learning

Activity - Daily Preschool Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task.	Academic Support Program	08/17/2015	05/23/2016	\$0	IDEA	Pre-school Teacher Pre-school assistant
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Strategy 4:

Kindergarten Camp - We will provide opportunities for upcoming kindergarten students and families to enhance readiness by holding kindergarten camps.

Category: Early Learning

Activity - Summer Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Families of kindergarten students will be provided with summer readiness packets to strengthen school readiness.	Academic Support Program	05/25/2015	08/10/2015	\$0	No Funding Required	School Administration and Staff

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students who were registered in Kindergarten were invited to come in with their parents/guardians to attend a one day camp. All parents will given information about preparing their child(ren) for Kindergarten, activities they can practice, resources they can use at home and on-line, take a tour of the school, and meet all of the staff that will be working with their child(ren). The children will be taken to the kindergarten classrooms where they will engage in some beginning activities that will allow them to use both fine and gross motor skills.	Academic Support Program	05/25/2015	06/22/2015	\$300	FRYSC	Kindergarten Teachers Principal Resource Staff for K RTI/KSI Interventionists

Strategy 5:

Parental Involvement: Migrant/EL Students and Families - Migrant and EL staff will assist families in enhancing the parenting skills that can promote the full educational development of children by conducting parent meetings and providing resources in th home in the home language.

Category: Early Learning

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home to strengthen the relationship between home and school to better accommodate the student's needs.	Parent Involvement	08/17/2015	05/23/2016	\$0	Title III - Migrant	Migrant/EL Staff

Activity - Integrating and Translating Home Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement will be encouraged by the migrant/EL staff by assisting with interpreting information or translating information to be sent home.	Parent Involvement	08/17/2015	05/23/2016	\$0	No Funding Required	Migrant/EL Staff

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

Measurable Objective 1:

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

Strategy 1:

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

Category:

Activity - Principal PGES Trainings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	08/10/2015	05/23/2016	\$250	Other	Principal and PGES Coordinator

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SES principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	08/10/2015	05/23/2016	\$0	Other	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 Training - Teachers will participate in Lync on-line and district/school TPGES and GREEC trainings in an effort to achieve highly effective TPGES standards. Teachers will implement PGES highly effective teacher standards. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Category: Teacher PGES

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will participate in Lync on-line and district/school TPGES and GREEC trainings in an effort to achieve highly TPGES standards	Professional Learning	08/10/2015	05/23/2016	\$0	Other	All teachers, principals, GREEC, District PGES Coordinator, and District PD Coordinator
Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers gain new knowledge about TPGES, they will implement highly effective TPGES practices and keep documentation and evidence as required.	Professional Learning	08/10/2015	05/23/2016	\$0	Other	All teachers and principal
Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	08/10/2015	05/23/2016	\$0	Other	Principal
Activity - Teacher Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will create, monitor, and implement an individual teacher growth plan on CIITS. This will be focused on what the teacher and principal decide what is a targeted area of improvement.	Professional Learning	09/21/2015	06/13/2016	\$0	No Funding Required	Principal Classroom Teachers
Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create a student growth goal based on multiple sources of data. The goal will outline steps that will be taken to reach student proficiency, describe how progress will be monitored, and set an overall achievement goal. All of this will be created and monitored through CIITS.	Academic Support Program	10/12/2015	06/30/2016	\$0	No Funding Required	Principal Classroom Teachers

Strategy 2:

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

Category: Professional Learning & Support

Activity - Highly Effective OPGES Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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As OPGES teachers gain new knowledge about OPGES they will implement highly effective OPGES practices and keep documentation as evidence as required.	Professional Learning	08/10/2015	06/30/2016	\$350	Race to the Top	All OPGES Teachers Principals District PD Coordinator
Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OPGES Teachers will participate in LYNC On-line and district/school OPGES Trainings in an effort to achieve highly OPGES standards.	Professional Learning	08/10/2015	06/30/2016	\$350	Race to the Top	OPGES Teachers Principals District PGES Coordinator District PD Coordinator
Activity - Teacher Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All OPGES teachers will create, monitor, and implement an individual teacher growth plan on CIITS. This will be focused on what the individual OPGES teacher and principal decide what is a targeted area of improvement. Teachers will log this growth plan into CIITS.	Professional Learning	08/10/2015	05/23/2016	\$0	No Funding Required	Principal OPGES Teachers
Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
OPGES Teachers will create a student growth goal based on multiple sources of data. The goal will outline steps that will be taken to reach student proficiency, describe how progress will be monitored, and set an overall achievement goal. All of this will be created and monitored through CIITS.	Academic Support Program	10/12/2015	06/30/2016	\$0	No Funding Required	Principal OPGES Teachers

Goal 8: Local assessment data will be made available in a timely manner to impact instructional practices.

Measurable Objective 1:

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

Strategy 1:

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

Category:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Benchmark Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show.	Academic Support Program	09/23/2013	05/16/2014	\$2500	District Funding	Classroom Teachers RTI Interventionists
Activity - Stanford 10	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction.	Academic Support Program	08/07/2013	05/16/2014	\$0	No Funding Required	Principal Counselor Classroom Teachers
Activity - Brigance Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten.	Academic Support Program	08/07/2013	05/16/2014	\$500	Other	Kindergarten Classroom Teachers
Activity - Discovery Education Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are.	Academic Support Program	10/21/2013	05/12/2014	\$0	No Funding Required	Regular Education Teachers
Activity - PLC Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed.	Academic Support Program	09/16/2013	05/12/2014	\$0	No Funding Required	Regular Education Teachers

Goal 9: Decrease the novice percentage of all learners from 16.7% to 14.6% in math for the 2015-2016 school year.

KDE Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

A 2% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency effort in decreasing the overall novice and apprentice percentage in Mathematics by 05/25/2015 as measured by KPREP Testing.

Strategy 1:

Using Technology with All Learners - All Learners in grade 3-5 will use technology to decrease the percentage of novice and apprentice

Category: Continuous Improvement

Activity - IPADS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency.	Direct Instruction	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers RTI Coordinators

Activity - Math Whizz	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS Web-based Math program.	Technology	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers RTI Coordinators

Activity - Go Math Interactive Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math.	Technology	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Math Teachers

Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moby Max is a web based program that all students can work on individually. At the beginning of the year the students all took a pre-assessment which allowed Moby Max to set them a personalized math plan. Then students can work independently on math fact fluency or math lessons. Also, the teachers can track each student's progress.	Academic Support Program	08/18/2014	05/25/2015	\$1000	Other	Classroom Teachers

Strategy 2:

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

Category:

Activity - Early Morning Computer Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Salem Elementary School

RTI Male learners will participate in early morning computer lab to strenthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact	Technology	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom teachers on bus duty
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Activity - Go Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Male RTI students will use the intervetnion in the Go Math series to strengthen math skills.	Tutoring	08/18/2014	05/25/2015	\$0	No Funding Required	RTI Coordinators Classroom Teachers

Activity - Math Interventionist targeting grades 3-5	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math interventionist targeting grade 3-5 will work three days per week with individual and small groups of students to target areas of gaps and math intervention areas. The students targeted will be those students not reaching proficiency or grade level equivalencies on previous KPREP and Stanford 10 testing scores.	Academic Support Program	09/09/2014	05/23/2016	\$4000	Title II Part A	Math Interventionist Classroom Teacher Principal

Strategy 3:

Parental Involvement - Parents will collaborate with the school, through the principal and classroom teacher to ensure that parents are directly involved in their child's educational experiences.

Category: Continuous Improvement

Activity - Resources and Assistance to Migrant/EL Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classrooms teachers will provide resources and assistance to the homes to encourage support with homework and all school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Principal Classroom Teachers FRYSC

Activity - Resources and Assistance to Migrant/EL Families	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Migrant and EL staff will provide resources and assistance to the home to encourage support with homework, getting their child ready to start school and school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Migrant/EL Staff

Goal 10: Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 57.1 % to 50 % and in math from 71.4% to 62.4% for the 2015-2016 school year.

KDE Comprehensive School Improvement Plan

Salem Elementary School

Measurable Objective 1:

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

Strategy 1:

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

Category:

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

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

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

Strategy 2:

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

Category:

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

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Salem Elementary School

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

Measurable Objective 2:

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

Strategy 1:

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

Category:

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

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

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

Strategy 2:

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

Category:

Activity - Reading Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Salem Elementary School

Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with.	Academic Support Program	08/19/2013	05/16/2014	\$0	No Funding Required	Special Education Teachers
Activity - SRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level.	Academic Support Program	05/16/2014	05/16/2014	\$0	No Funding Required	Special Education Teacher

Goal 11: Improve all Program Reviews so that we will attain a proficient rating.

Measurable Objective 1:

collaborate to achieve a Proficient rating on all program reviews ~ Arts & Humanities, Practical Living/Vocation Studies, Writing, & Primary by 06/30/2015 as measured by a score received on each individual program review.

Strategy 1:

Arts & Humanities - We will collaborate within the school to implement new strategies on our Arts & Humanities program review. We will continue to use strategies and activities that are already in place to strengthen our program.

Category: Continuous Improvement

Activity - A&H Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at SES are placed on a program review team. Those teachers placed specifically on the A&H Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	05/23/2016	\$0	No Funding Required	Principal Classroom Teachers, A&H Teacher Music Teacher
Activity - Music Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend a weekly music class taught by a highly qualified music teacher. The students get 45 minutes weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0	General Fund	Music Teacher
Activity - Arts & Humanities Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students receive weekly instruction in an Arts & Humanities class. This class is taught by a certified teacher. She teaches Art, Dance, and Drama to students. Each classroom receives 45 minutes of A&H instruction weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0	Grant Funds	Arts & Humanities Teacher

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Activity - Community speakers and performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community speakers, authors, artists, dancers, actors, etc. are invited into Salem Elementary for performances and presentations. Students are invited to participate in Young Artist Sales, 4-H poster contests, etc.	Community Engagement	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher Principal Family Resourc Center

Activity - Arts & Humanities Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at SES make numerous Arts & Humanities related field trips throughout the school year. Some of these are: Trips to plays at The Center for Rural Development, Trips to the Russell Co. ANC to see plays, trips to Civil War Reinactments, etc.	Field Trip	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teacher Prinnicipal

Activity - Play and Program Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SES students participate in plays at the ANC. They audition, are casted and give performances. Students also perform in many programs throughout the school year. Some of these programs include... The Veteran's Day Program and The Christmas Program. Each class performs songs, poems, dramas, dances, etc during these performances.	Extra Curricular	08/10/2015	05/23/2016	\$0	No Funding Required	Classroom Teachers

Strategy 2:

Practical Living & Vocational Studies - We will collaborate within the school to implement new strategies on our Practical Living & Vocational Studies program review.

We will continue to use strategies and activities that are already in place to strengthen our program.

Category: Continuous Improvement

Activity - Practical Living Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at SES are placed on a program review team. Those teachers placed specifically on the Practical Living Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/11/2014	06/30/2016	\$0	No Funding Required	Principal Classroom Teachers Physical Education Teacher School Guidance Counselor

Activity - Health Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Salem Elementary School

Students attend a monthly health class taught by a highly qualified physical education teacher. The students get 30 minutes monthly. This class is in addition to regular physical education classes that all students receive twice weekly. Additional health is taught during those allotted times.	Academic Support Program	08/10/2015	05/23/2016	\$0	General Fund	Principal Gym Teacher
Activity - Community Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community speakers, career speakers, etc. are invited into Salem Elementary for presentations. Students are invited to participate in Career Days, Farm Safety	Community Engagement	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers
Activity - Practical Living Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students at SES make numerous Practical Living/ Vocational Studies related field trips throughout the school year. Some of these are: Fish Hatchery, Pioneer Days, etc.	Field Trip	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teacher
Activity - Career Cafe	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During Career Cafe, students are invited to lunch in the career cafe set up at SES. They listen to a guest speaker speak about his/her career and participate in a question/answer session as they eat lunch.	Community Engagement	08/10/2015	06/30/2016	\$0	No Funding Required	Guidance Counselor Community Speakers

Strategy 3:

Writing - We will collaborate within the school to implement new strategies on our Writing Program Review. We will continue to use strategies and activities that are already in place to strengthen our program reviews.

Category: Continuous Improvement

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will continue to write daily and write across the curriculum. Teachers have been provided writing checklists with pieces to complete and timelines. Writing is a part of every day and every subject area at Salem Elementary.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers Writing Teachers Gym Teacher Music Teacher Arts & Humanities Teacher Librarian
Activity - Writing Program Review Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Salem Elementary School

All teachers at SES are placed on a program review team. Those teachers placed specifically on the Writing Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Principal Writing Program Review Team Classroom Teachers
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Activity - Community Involvement Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in each grade level kindergarten through 5th grade write letters to the community. The focus of these letters are to thank the communities for their services to the community or letters of encouragement. For example, the third graders will be writing to nursing home residents.	Community Engagement	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers

Activity - Writing RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For the 2014-2015 school year, students will be receiving writing RTI. The focus of the writing RTI is to strengthen written language in our students. The Writing RTI program will work on sentence and paragraph structure.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers RTI Intervention Specialist ESS Day time Wavier Staff

Activity - Writing Checklists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing program review team created writing checklists that outline all required writing pieces to ensure all content areas are represented. Also this checklist ensures that the three types of writing: writing to learn, writing to demonstrate learning and writing to publication. are included and covered. In addition, this checklist outlines how the teachers need to work with the students on setting goals and developing scoring guides. Lastly, the checklist makes sure community stakeholders are included in the writing process.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Writing Program Review Team Classroom Teachers Writing Teachers

Strategy 4:

Primary Program Review - We will collaborate within the school to implement new strategies on our Primary program review. We will continue to use strategies and activities that are already in place to strengthen our program

Category: Continuous Improvement

Activity - Common Planning Times and School/grade level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers at Salem Elementary School are involved in grade level school PLC Meetings. All teachers also have common planning times where these PLC meetings can take place.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers Principal

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Activity - Primary Reading and Math Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The primary program at Salem Elementary has uninterrupted reading and math blocks daily. The reading/language arts block and math blocks are 90 minutes for reading/language arts and 90 minutes for math. No specials are scheduled until after the 90 minute reading/language arts block is complete. Each teacher makes sure that their math is not interrupted by specials and schedules for an uninterrupted 90 minute math block of time.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Principal Classroom Teacher Special Teachers
Activity - Literacy Centers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy Centers are incorporated into all Primary reading classroom at SES. Literacy Centers also get extra staff to help out through the use of out gym teacher, librarian, guidance counselor, etc. Students are engaged in hands on literacy activities to strengthen literacy skills.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers Specials Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Practice Teachers	Community practice teachers will attend trainings provided by GRECC to provide assistance in model classroom implementation.	Professional Learning	08/11/2014	05/29/2015	\$1000	Community Practice Teachers GRECC
Data Retreat	Teachers will attend a 3 day data retreat presented by GRECC. This retreat will allow time for in depth test analysis so that each school can take a look at primary concerns, make hypotheses based on assessments, and create plans for improvement. This information was then brought back to the school setting at a PD in which all faculty was taken through the assessment analysis process.	Academic Support Program	09/30/2014	10/02/2014	\$2500	Data Retreat Team Classroom Teachers
GRECC PD	Teachers will participate in several PD days led by GRECC Literacy Consultant. The PD days will provide teachers with numerous opportunities that they can choose from to meet their needs. Within this year they will be offering a Data Retreat, Phonemic Awareness, Developing Vocabulary, and much more. This will allow our teachers the chance to attend a PD that they feel will best meet their needs.	Professional Learning	08/18/2014	05/25/2015	\$1800	Primary/Intermediate Teachers Principals
Total					\$5300	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Eggs	Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent.	Parent Involvement	08/18/2014	05/25/2015	\$2000	Librarian Classroom Teacher Parents
Reading Eggpress	Reading Eggpress is a web-based program that students will be able to access at home to involve parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books.	Parent Involvement	08/18/2014	05/25/2015	\$2000	Librarian Classroom Teacher Parents

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Reading Eggspress	Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avitars, compete in head to head contest in a stadium, and work out in the comprehension gym.	Technology	08/10/2015	05/23/2016	\$2000	Librarian Classroom Teacher
Total					\$6000	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Camp	All students who were registered in Kindergarten were invited to come in with their parents/guardians to attend a one day camp. All parents will given information about preparing their child(ren) for Kindergarten, activities they can practice, resoureces they can use at home and on-line, take a tour of the school, and meet all of the staff that will be working with their child(ren). The children will be taken to the kindergarten classrooms where they will engage in some beginning activities that will allow them to use both fine and gross motor skills.	Academic Support Program	05/25/2015	06/22/2015	\$300	Kindergarten Teachers Prinicipal Resource Staff for K RTI/KSI Interventionist s
Total					\$300	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Effective Teacher Training	OPGES Teachers will participate in LYNC On-line and district/school OPGES Trainings in an effort to achieve helghly OPGES standards.	Professional Learning	08/10/2015	06/30/2016	\$350	OPGES Teachers Principals Distict PGES Coordinator District PD Coordinator
Highly Effective OPGES Teacher Practices	As OPGES teachers gain new knowledge about OPGES they will implement highly effective OPGES practices adn keep documantation as evidence as required.	Professional Learning	08/10/2015	06/30/2016	\$350	All OPGES Teachers Principals District PD Coordinator
Total					\$700	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Salem Elementary School

Literacy Luncheon	Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child.	Parent Involvement	08/18/2014	06/30/2015	\$1500	Librarian Principal Classroom Teachers Classified Staff
Total					\$1500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Teachers will use Study Island to gain access to lessons, test prep questions, and classroom activities focusing on the implementation of CCSS. Also, teachers can view video lessons that offer ideas for differentiated lessons. Lastly, teachers can use Study Island to monitor student progress.	Academic Support Program	08/17/2015	05/23/2016	\$1200	Classroom Teachers
STAR Early Literacy	STAR early literacy is web based program that assesses K and 1st grade students in beginning reading skills. It is used by school librarian, classroom teachers, and RTI Interventionists to design each student's individual reading plan. Students are assessed 3 times a year to show growth and reports are sent to parents.	Academic Support Program	09/22/2014	06/30/2015	\$900	Classroom teachers Librarian RTI Interventionists
Study Island	Students will use Study Island to take assessments that are focused on Common Core Standards across all accountability areas. While taking the tests provided by Study Island the students will utilize test taking strategies needed to help them on the K-Prep assessment. Also, the students will receive immediate feedback on their assessment showing them both their strengths and weaknesses.	Academic Support Program	08/17/2015	05/23/2016	\$400	Classroom Teachers
Renaissance Learning ~ STAR Reading	Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents.	Academic Support Program	08/18/2014	05/25/2015	\$2400	Librarian Classroom Teachers
Total					\$4900	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

Salem Elementary School

ESS Daytime Waiver	The ESS daytime waiver will offer RTI services to students unable to stay in afterschool due to lack of transportation.	Academic Support Program	08/10/2015	05/23/2016	\$12000	ESS Daytime Waiver Employee RTI/KSI Intervention Specialists
Total					\$12000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC (Professional Learning Community) Meeting	Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$500	PLC (Professional Learning Community) Leaders Classroom Teachers Principals
PLC Meetings	Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS.	Professional Learning	08/10/2015	05/23/2016	\$500	Teachers Principals District PLC Leaders
Extended Before School Services	Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will be a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website.	Academic Support Program	09/02/2014	05/23/2016	\$1000	Certified Staff Member
Before/After School Tutoring	Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need.	Academic Support Program	09/07/2015	05/23/2016	\$3200	Certified Staff Members
Total					\$5200	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Brigance Scores	Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten.	Academic Support Program	08/07/2013	05/16/2014	\$500	Kindergarten Classroom Teachers
Highly Effective Principal Practices	SES principal will implement performance standards of the PGES to become highly effective. He will document and keep evidence as required by PGES.	Professional Learning	08/10/2015	05/23/2016	\$0	Principal
Highly Effective Teacher Training	Teachers will participate in Lync on-line and district/school TPGES and GREEC trainings in an effort to achieve highly TPGES standards	Professional Learning	08/10/2015	05/23/2016	\$0	All teachers, principals, GREEC, District PGES Coordinator, and District PD Coordinator
Math Club	After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data.	Tutoring	08/18/2014	05/25/2015	\$600	21st Century Afterschool Staff Math Teachers
Highly Effective Teacher Practices	As teachers gain new knowledge about TPGES, they will implement highly effective TPGES practices and keep documentation and evidence as required.	Professional Learning	08/10/2015	05/23/2016	\$0	All teachers and principal
STAR Reading	STAR Reading is a web based program for all students to assess their reading levels. . After taking the STAR Reading test each student will be placed on their individualized reading level for AR book reading. Also, teachers can monitor student's progress and reading levels to encourage success in reading.	Academic Support Program	08/10/2015	05/23/2016	\$1000	Classroom Teachers
Journeys Fluency Daily Cold Reads	RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement.	Technology	08/17/2015	05/23/2016	\$7000	RTI Coordinators Classroom Teachers
Moby Max	Moby Max is a web based program that all students can work on individually. At the beginning of the year the students all took a pre-assessment which allowed Mobly Max to set them a personalized math plan. Then students can work independently on math fact fluency or math lessons. Also, the teachers can track each student's progress.	Academic Support Program	08/18/2014	05/25/2015	\$1000	Classroom Teachers
Principal PGES Trainings	SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.	Professional Learning	08/10/2015	05/23/2016	\$250	Principal and PGES Coordinator

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Math Recovery	Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth.	Academic Support Program	08/18/2014	05/25/2015	\$41000	Math Recovery Specialist
Math March Madness	Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded.	Academic Support Program	08/18/2014	05/25/2015	\$2000	Math Teachers Principal PTO
Evaluating and Guiding Teachers to be Highly Effective	The school principal will evaluate and provide guidance and support for teachers to become highly effective educators.	Professional Learning	08/10/2015	05/23/2016	\$0	Principal
Total					\$53350	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Interventionist targeting grades 3-5	A math interventionist targeting grade 3-5 will work three days per week with individual and small groups of students to target areas of gaps and math intervention areas. The students targeted will be those students not reaching proficiency or grade level equivalencies on previous KPREP and Stanford 10 testing scores.	Academic Support Program	09/09/2014	05/23/2016	\$4000	Math Interventionist Classroom Teacher Principal
Total					\$4000	

Title III - Migrant

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Home Visits	Migrant and EL staff will act as a liaison between the school and home to strengthen the relationship between home and school to better accommodate the student's needs.	Parent Involvement	08/17/2015	05/23/2016	\$0	Migrant/EL Staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Meetings ~ Kindergarten	Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach to assist in monitoring the implementation of common assessments, revise standrds based report cards, and make any changes to curriculum as needed district wide.	Professional Learning	08/17/2015	05/23/2016	\$1000	Kindergarten Teachers

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PLC (Professional Learning Community) Meeting	Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$1000	PLC (Professional Learning Community) Leaders Classroom Teachers Principals
Title I Math Interventionist	A part time (certified teacher) interventionist will work three days per week with struggling math students. This focus will be placed on math students in graded 3-5. The interventionist will work with individual and small groups of students to close the gaps in learning to aid in these students reaching proficiency.	Academic Support Program	09/21/2015	05/23/2016	\$4000	Math Interventionist Principal
PLC Meetings	Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS.	Professional Learning	08/10/2015	05/23/2016	\$1000	Teachers Principals District PLC Leaders
Total					\$7000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Music Classes	Students attend a weekly music class taught by a highly qualified music teacher. The students get 45 minutes weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0	Music Teacher
EasyCBM	EasyCBM is used to progress monitor students receiving RTI interventions.	Academic Support Program	09/01/2014	06/30/2015	\$286	RTI Interventionists
Health Classes	Students attend a monthly health class taught by a highly qualified physical education teacher. The students get 30 minutes monthly. This class is in addition to regular physical education classes that all students receive twice weekly. Additional health is taught during those allotted times.	Academic Support Program	08/10/2015	05/23/2016	\$0	Principal Gym Teacher
Total					\$286	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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RTI/KSI Reading Interventions	K-5 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program, Barton System, and Moby Max.	Academic Support Program	08/10/2015	05/23/2016	\$0	RTI/KSI highly qualified intervention teachers Classroom Teachers
Writing Across the Curriculum	Students will continue to write daily and write across the curriculum. Teachers have been provided writing checklists with pieces to complete and timelines. Writing is a part of every day and every subject area at Saelm Eementary.	Academic Support Program	08/10/2015	06/30/2016	\$0	Classroom Teachers Wriitng Teachers GymTecher Music Teacher Arts & Humanities Teacher Librarian
Monthly Parent Newsletters	Each grade level will create a monthly classroom newsletter written by students to inform parents of upcoming important dates and activity begin held within the school. These newsletters will also inform parents of student learning within the classroom.	Parent Involvement	09/01/2015	05/23/2016	\$0	Students Classroom Teachers Principal
Integrating and Translating Home Information	Parent involvement will be encouraged by the migrant/EL staff by assisting with interpreting information or translating information to be sent home.	Parent Involvement	08/17/2015	05/23/2016	\$0	Migrant/EL Staff
Writing Across the Content ~ Math	Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do.	Academic Support Program	08/11/2014	05/25/2015	\$0	Regular Education Teacher
Easy CBM	Easy CBM will be used to progress monitor students in kindergarten beginning the 2014-2015 school year. Measures being used are letter naming and letter sounds.	Academic Support Program	08/17/2015	05/23/2016	\$0	Intervention Specialist Regular Classroom Teacher
Primary Reading and Math Blocks	The primary program at Salem Elementary has uninterrupted reading and math blocks daily. The reading/language arts block and math blocks are 90 minutes for reading/language arts and 90 minutes for math. No specials are scheduled until after the 90 minute reading/language arts block is complete. Each teacher makes sure that their math is not interrupted by specials and schedules for an uninterrupted 90 minute math black of time.	Academic Support Program	08/10/2015	06/30/2016	\$0	Principal Classroom Teacher Special Teachers
9 Week Standards Checklists	Each grade level will send home a checklist to parents with the common core state standards being covered each nine weeks. Parents will receive a list of the standards along with explanations of the the content begin taught each nine weeks.	Parent Involvement	08/10/2015	05/23/2016	\$0	Classroom Teacher Principal

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Writing RTI	For the 2014-2015 school year, students will be receiving writing RTI. The focus of the writing RTI is to strengthen written language in our students. The Writing RTI program will work on sentence and paragraph structure.	Academic Support Program	08/10/2015	06/30/2016	\$0	Classroom Teachers RTI Intervention Specialist ESS Day time Wavier Staff
RTI Math Interventions	Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKV Math Fact Fluency and Quarter Mile Math.	Academic Support Program	08/24/2015	05/16/2016	\$0	RTI/KSI Intervention Specialists Classroom Teachers
Math Interventions	The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Easy CBM benchmarking. Students will receive interventions using Ad+Vantage Math Recovery, Number Worlds, and Go Math Interventions.	Academic Support Program	08/17/2015	05/23/2016	\$0	Interventions Specialist Classroom Teacher
SRA	Students use short reading passages to answer comprehension questions, practice phonic skills, and use vocabulary words. This is based on the students individual level.	Academic Support Program	05/16/2014	05/16/2014	\$0	Special Education Teacher
Resources and assistance to Migrant/EL Families	Migrant and EL Staff will provide resources and assistance to the homes to encourage support with homework, getting their child ready to start school, and school activities.	Academic Support Program	08/17/2015	05/23/2016	\$0	Migrant/EL Staff Principal
Go Math- Arts & Humanities/Practical Living	Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Arts & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0	Regualr Classroom Teacher
Computer Programs	Students have access to utilize computer programs that reinforces math fact fluency such as Harcourt, That's A Fact!, Quarter Mile Math, and several other math websites.	Academic Support Program	08/19/2013	05/16/2014	\$0	Special Education Teacher
Summer Readiness	Families of kindergarten students will be provided with summer readiness packets to strengthen school readiness.	Academic Support Program	05/25/2015	08/10/2015	\$0	School Administration and Staff
Common Assessments	Students will take the Common Assessment developed by the PLC committees. These assessments will focus on reviewing Common Core Standards and test taking strategies.	Academic Support Program	08/10/2015	05/23/2016	\$0	PLC Committee members PLC Leaders Classroom Teachers

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Writing Program Review Teams	All teachers at SES are placed on a program review team. Those teachers placed specifically on the Writing Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	06/30/2016	\$0	Principal Writing Program Review Team Classroom Teachers
Student Growth Goals	OPGES Teachers will create a student growth goal based on multiple sources of data. The goal will outline steps that will be taken to reach student proficiency, describe how progress will be monitored, and set an overall achievement goal. All of this will be created and monitored through CIITS.	Academic Support Program	10/12/2015	06/30/2016	\$0	Principal OPGES Teachers
Male Mentoring Reading Program	Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners.	Academic Support Program	08/10/2015	05/23/2016	\$0	Male Staff
Alternative Teaching	Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need.	Academic Support Program	08/09/2013	05/16/2014	\$0	Regular Classroom Teacher Special Education Teacher Special Education Assistant
Literacy Listening Centers	Male learners will use listening centers to strengthen literacy skills.	Academic Support Program	08/10/2015	05/23/2016	\$0	Librarian
Career Cafe	During Career Cafe, students are invited to lunch in the career cafe set up at SES. They listen to a guest speaker speak about his/her career and participate in a question/answer session as they eat lunch.	Community Engagement	08/10/2015	06/30/2016	\$0	Guidance Counselor Community Speakers
High Interest Literature	Male learners will have available high interest literature such as magazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series.	Academic Support Program	08/10/2015	05/23/2016	\$0	Librarian Classroom Teachers Intervention Specialist
Gender Equity	Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learners.	Direct Instruction	08/10/2015	05/23/2016	\$0	Classroom Teachers
SBDM	SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught.	Direct Instruction	08/18/2014	05/25/2015	\$0	SBDM Council teachers

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Play and Program Performances	SES students participate in plays at the ANC. They audition, are casted and give performances. Students also perform in many programs throughout the school year. Some of these programs include... The Veteran's Day Program and The Christmas Program. Each class performs songs, poems, dramas, dances, etc during these performances.	Extra Curricular	08/10/2015	05/23/2016	\$0	Classroom Teachers
Alternative Teaching	Students receive specialized attention from one teacher while in small groups. This allows the teacher to modify and/or target the skills that they need.	Academic Support Program	08/19/2013	05/16/2014	\$0	Regular Education Teacher Special Education Teacher
Go Math Intervention	Male RTI students will use the intervention in the Go Math series to strengthen math skills.	Tutoring	08/18/2014	05/25/2015	\$0	RTI Coordinators Classroom Teachers
Reading Interventions	Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc.	Academic Support Program	08/17/2015	05/23/2016	\$0	RTI/KSI Intervention Specialists Classroom Teachers
IPADS	IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency.	Direct Instruction	08/10/2015	05/23/2016	\$0	Classroom Teachers RTI Coordinators
Reading with I-Pads	In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level.	Technology	08/10/2015	05/23/2016	\$0	Classroom Teacher RTI/KSI Intervention Specialists
RTI Benchmarking and Progress Monitoring	Students will be progress monitored through EasyCBM to show areas of weakness. ILP's will be developed to get these students on track to proficiency.	Academic Support Program	08/17/2015	05/23/2016	\$0	RTI teachers teachers
Common Planning Times and School/grade level PLC Meetings	All teachers at Salem Elementary School are involved in grade level school PLC Meetings. All teachers also have common planning times where these PLC meetings can take place.	Academic Support Program	08/10/2015	06/30/2016	\$0	Classroom Teachers Principal
Resources and Assistance	Resources and assistance will be made available to parents to take into the home to encourage support with homework and school activities.	Academic Support Program	08/17/2015	05/23/2016	\$0	Principal Classroom Teacher RTI/KSI Interventionist
Daily Cold Reads	Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format.	Academic Support Program	08/18/2014	05/25/2015	\$0	Classroom Teacher Intervention Specialist

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RTI Team Meetings & Data Analysis	he RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs.	Academic Support Program	08/10/2015	05/23/2016	\$0	RTI Interventionist Classroom Teacher
Manipulatives	Students have the opportunity to use a variety of math manipulatives (base-ten blocks, dice games, multiplication flash cards, etc.) to help the students have a better understanding of the mathematics concept.	Academic Support Program	08/19/2013	05/16/2014	\$0	Special Education Teacher
Station Teaching ~ Literacy Centers	Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students.	Academic Support Program	08/19/2013	05/16/2014	\$0	Regular Education Teacher Special Education Teacher
PLC Meeting	Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed.	Academic Support Program	09/16/2013	05/12/2014	\$0	Regular Education Teachers
Community Speakers	Community speakers, career speakers, etc. are invited into Salem Elementary for presentations. Students are invited to participate in Career Days, Farm Safety	Community Engagement	08/10/2015	06/30/2016	\$0	Classroom Teachers
Go Math Interactive Tools	Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math.	Technology	08/10/2015	05/23/2016	\$0	Classroom Math Teachers
Early Morning Computer Lab	RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact	Technology	08/10/2015	05/23/2016	\$0	Classroom teachers on bus duty
Discovery Education Assessments	Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are.	Academic Support Program	10/21/2013	05/12/2014	\$0	Regular Education Teachers
Teacher Growth Plan	All teachers will create, monitor, and implement an individual teacher growth plan on CIITS. This will be focused on what the teacher and principal decide what is a targeted area of improvement.	Professional Learning	09/21/2015	06/13/2016	\$0	Principal Classroom Teachers
Web-Based learning at home	Parents are informed of each web-based learning programs that the school as subscriptions to. Each family is provided with a detailed explanation of the program along with their child's user name and password for the programs provided. Families are encouraged to use the web-based programs at home together to strengthen and support their child's path to proficiency.	Academic Support Program	08/10/2015	05/23/2016	\$0	Classroom Teacher Librarian Principal

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Parent Communication	Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits.	Parent Involvement	08/18/2014	06/30/2015	\$0	Classroom Teacher RTI Interventionist
Intervention Scheduling	All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time.	Academic Support Program	08/10/2015	05/23/2016	\$0	RTI Interventionist Classroom Teacher
FRAA (Free Reduced Academic Awareness) Activity	Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.	Professional Learning	08/17/2015	05/23/2016	\$0	Classroom Teachers Principal
EKU Fact Fluency	Teachers will use the EKU Fact Fluency daily in math classrooms 2nd grade through 5th grade to improve students quick recall of math facts.	Direct Instruction	08/17/2015	05/23/2016	\$0	Math Teachers
Practical Living Program Review Team	All teachers at SES are placed on a program review team. Those teachers placed specifically on the Practical Living Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/11/2014	06/30/2016	\$0	Principal Classroom Teachers Physical Education Teacher School Guidance Counselor
Math Whizz	Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS WEb-based Math program.	Technology	08/10/2015	05/23/2016	\$0	Classroom Teachers RTI Coordinators
Journeys ~ Arts & Humanities/ Practical Living	Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0	Regular Classroom Teacher
Station Teaching ~ Math Centers	Students will engage in small group math instruction given by both the regular classroom teacher and the special education teacher. Centers are CCSS based and provide rigorous instruction for students.	Academic Support Program	08/19/2013	03/16/2014	\$0	Regular Education Teacher Special Education Teacher

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RTI Reading Interventions	Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.	Academic Support Program	08/17/2015	05/23/2016	\$0	RTI/KSI Intervention Specialists Classroom Teachers
Literacy Centers	Literacy Centers are incorporated into all Primary reading classroom at SES. Literacy Centers also get extra staff to help out through the use of out gym teacher, librarian, guidance counselor, etc. Students are engaged in hands on literacy activities to strengthen literacy skills.	Academic Support Program	08/10/2015	06/30/2016	\$0	Classroom Teachers Specials Teachers
Writing Across the Content Areas	Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Cneter Activities, and Quick Writes.	Academic Support Program	08/18/2014	05/25/2015	\$0	Regualr Classroom Teacher
PLC Meetings ~ Preschool	Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students.	Professional Learning	08/10/2015	05/23/2016	\$0	Pre-school Teachers
Teacher Growth Plan	All OPGES teachers will create, monitor, and implement an individual teacher growth plan on CIITS. This will be focused on what the individual OPGES teacher and principal decide what is a targeted area of improvement. Teachers will log this growth plan into CIITS.	Professional Learning	08/10/2015	05/23/2016	\$0	Principal OPGES Teachers
Community Involvement Writing	Students in each grade level kindergarten through 5th grade write letters to the community. The focus of these letters are to thank the communities for their services to the community or letters of encouragement. For example, the third graders will be writing to nursing home residents.	Community Engagement	08/10/2015	06/30/2016	\$0	Classroom Teachers
Journeys CCSS Reading Series	Journeys CCSS Reading Series was purchased for the 2013-2014 school year. Since then this has been the CCSS Reading Series that is used school and district wide.	Direct Instruction	08/10/2015	05/23/2016	\$0	Classroom Reading Teachers RTI Leads
Jouneys RTI	The Journeys CCSS reading Series comes with Write in Readers and Literacy ToolKits for each grade level.	Tutoring	08/17/2015	05/23/2016	\$0	RTI Coordinators Classroom Teachers
Arts & Humanities Field Trips	Students at SES make numerous Arts & Humanities related field trips throughout the school year. Some of these are: Trips to plays at The Center for Rural Develpoment, Trips to the Russell Co. ANC to see plays, trips to Civil War Reinactments, etc.	Field Trip	08/10/2015	05/23/2016	\$0	Classroom Teacher Prinncipal
Assessments	Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards.	Direct Instruction	08/18/2014	05/25/2015	\$0	Classroom Teachers

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Practical Living Field Trips	Students at SES make numerous Practical Living/ Vocational Studies related field trips throughout the school year. Some of these are: Fish Hatchery, Pioneer Days, etc.	Field Trip	08/10/2015	06/30/2016	\$0	Classroom Teacher
A&H Program Review Team	All teachers at SES are placed on a program review team. Those teachers placed specifically on the A&H Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	05/23/2016	\$0	Principal Classroom Teachers, A&H Teacher Music Teacher
Reading Fluency	Teachers read with the students one on one with passages that are on their individual reading level, this helps them to improve their reading fluency. After working on their reading passages the students will also use various texts to practice with.	Academic Support Program	08/19/2013	05/16/2014	\$0	Special Education Teachers
Journeys CCSS Reading Series	Jouneys CCSS Reading Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson.	Direct Instruction	08/10/2015	05/23/2016	\$0	Classroom Reading Teachers
Centers	Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards.	Direct Instruction	08/17/2015	05/23/2016	\$0	Classroom Teachers
Resources and Assistance to Migrant/EL Families	Classrooms teachers will provide resources and assistance to the homes to encourage support with homework and all school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0	Principal Classroom Teachers FRYSC
Common Assessments	Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning.	Academic Support Program	08/10/2015	05/16/2016	\$0	Teachers District PLC Leaders Principals
Rocking On Reading	All students in grades 1-5 have been placed in a Reading Fluency Packet on their individual grade level. They are read with these packets daily to increase reading fluency and comprehension.	Academic Support Program	08/11/2014	06/30/2015	\$0	RTI Interventionists Classroom Teachers
Student Growth Goals	Teachers will create a student growth goal based on multiple sources of data. The goal will outline steps that will be taken to reach student proficiency, describe how progress will be monitored, and set an overall achievement goal. All of this will be created and monitored through CIITS.	Academic Support Program	10/12/2015	06/30/2016	\$0	Principal Classroom Teachers
Math Whizz	Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS.	Direct Instruction	08/18/2014	05/25/2015	\$0	Math Recovery Specialist RTI Coordinator

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Community speakers and performances	Community speakers, authors, artists, dancers, actors, etc. are invited into Salem Elementary for performances and presentations. Students are invited to participate in Young Artist Sales, 4-H poster contests, etc.	Community Engagement	08/10/2015	05/23/2016	\$0	Classroom Teacher Principal Family Resource Center
Stanford 10	K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction.	Academic Support Program	08/07/2013	05/16/2014	\$0	Principal Counselor Classroom Teachers
Test Analysis	Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps.	Professional Learning	09/29/2014	05/25/2015	\$0	Principal Classroom Teachers
RTI/KSI Math Interventions	K-5 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Advantage Math, Math Recovery, Quarter Mile Math, Math Seeds, Math Whiz, and ECU Math Fact Fluency.	Academic Support Program	08/10/2015	05/23/2016	\$0	RTI/KSI highly qualified intervention teacher Classroom Teachers
Go Math! Curriculum	Teachers will use the Go Math! curriculum Kindergarten through 5th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction.	Direct Instruction	08/10/2015	05/23/2016	\$0	Math Teachers
Writing Checklists	The writing program review team created writing checklists that outline all required writing pieces to ensure all content areas are represented. Also this checklist ensures that the three types of writing: writing to learn, writing to demonstrate learning and writing to publication, are included and covered. In addition, this checklist outlines how the teachers need to work with the students on setting goals and developing scoring guides. Lastly, the checklist makes sure community stakeholders are included in the writing process.	Academic Support Program	08/10/2015	06/30/2016	\$0	Writing Program Review Team Classroom Teachers Writing Teachers
Resources and Assistance to Migrant/EL Families	Migrant and EL staff will provide resources and assistance to the home to encourage support with homework, getting their child ready to start school and school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0	Migrant/EL Staff
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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KDE Comprehensive School Improvement Plan

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Preschool Pals	A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies.	Academic Support Program	08/10/2015	05/23/2016	\$800	Private Pre-school/ In home Daycares Race to the Top Grant
Arts & Humanities Teacher	All students receive weekly instruction in an Arts & Humanities class. This class is taught by a certified teacher. She teaches Art, Dance, and Drama to students. Each classroom receives 45 minutes of A&H instruction weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0	Arts & Humanities Teacher
Total					\$800	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Discovery Education	Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education.	Academic Support Program	09/08/2014	05/25/2015	\$2200	RTI Coordinators
Discovery Education	Students can use individual accounts to access numerous reading passages and streaming videos.	Direct Instruction	08/10/2015	05/23/2016	\$2200	Classroom Teachers
Benchmark Tests	Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show.	Academic Support Program	09/23/2013	05/16/2014	\$2500	Classroom Teachers RTI Interventionists
Discovery Education	Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time.	Direct Instruction	08/10/2015	05/23/2016	\$2200	Classroom Teachers & Curriculum Coach
Total					\$9100	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Preschool Schedule	Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task.	Academic Support Program	08/17/2015	05/23/2016	\$0	Pre-school Teacher Pre-school assistant
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

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

*Are the programs we have in place effective?

We feel as though the programs that we have in place at SES are proving to be effective. First of all, the KPREP data and school report card supports the fact that we have met and made considerable progress toward meeting several of our academic CSIP goals. For example, our school exceeded our goal of 63.2% on the Annual Measurable Objective with a score of 64.2%. Also, we were able to meet our goal of reducing the number of novice learners in reading to 15.9% from 15.0%. Additionally, we were able to not only maintain the percentage of students identified as free and reduced lunch scoring proficient and distinguished at the 48.4% but were able to make a small increase to 49.5%.

However, we understand that the effectiveness of programs goes deeper than just KPREP scores. We feel as though we have several programs that are also proving to be effective within our school that has a direct connection to student performance. For starters our RTI program has and continues to show success among the students who are placed within it. Through RTI we are able to track its effectiveness throughout benchmarking, progress monitoring, student classroom performance, and students moving through the tiers. According to a Title 1 Parent Survey over 80% of our parents felt that RTI was improving their child's reading and math skills. Returning to SES this school year is a full-time ESS daytime waiver employee. This is allowing us to serve students that would benefit extended school services but don't have the transportation necessary to receive those services. The students that are in focus groups are provided with extra reading and math instruction during the school day which in turn will help their classroom performance. Also, our before and after school services have been an effective program for our students for the past several years. Students are given multiple opportunities to gain extra small group instruction in reading and math and engage in a variety of cross-curricular enrichment activities.

After looking at the programs we have here at SES we feel overall that they are effective in providing our students with what they need. Although, we understand that we still have room to improve and in particular one area that we need to focus on is continuing to focus on strengthening our program reviews. This school year we were able to obtain a proficient rating on all program reviews but one, keeping us just shy of meeting our goal. This is and will be an ongoing process throughout this upcoming school year. For the 2015-2016 school year this was a focus for SES and we made great strides in our overall program review scores. We scored a proficient rating in all program reviews except for Art & Humanities which will be a focus for us this year.

*What content areas are our areas of focus?

Salem Elementary's content areas of focus will continue to be reading, writing and math. We feel as though this is the foundation for our student's education and success. Although we saw minimal gains within these areas last year according to our KPREP and Discovery Education results we still know that sustaining and improving is essential for our students to move forward. We as a school have put the focus this year on all students not meeting benchmarks on the Stanford 10 and on the KPREP testing. All of these students have been placed into RTI to receive interventions in the area where they are falling below benchmark. In addition to the main focus being reading and math we are also going to target our arts & humanities, practical living, and vocational studies to further strengthen our program reviews.

*Where do we have gaps?

The data has shown us that we need to focus on the percentage of students who scored Novice and apprentice in Reading, Writing and Math SY 2015-2016

in Grades 3-5. For example, 5th grade had 24.4% students scoring novice in both reading and math. Another target area is to continue to increase the percentage of Proficient and Distinguished students in Reading and Math receiving Free and Reduced Lunch. Overall our school had less than 50% Free and Reduced students scoring Proficient and Distinguished in Reading and Math. Additionally, we continue to have a gap between male and female learners in reading across all grade levels. Lastly, a significant gap that we are seeing at SES is our kindergarten readiness. Over the past three years we have had at least 70% of our students not ready for kindergarten according to the Brigance Screening. This is creating not only gaps within our kindergarten but spans across the primary program.

*Are our students showing growth annually?

Academically this is an area of weakness for Salem elementary. We increased in the area of growth from 42.6 % to 47.9%. This increase still did not allow us to meet our student annual growth goal. If this is used as an academic indicator for KPREP testing then our students did not meet the growth required. However other indicators show that our student's did grow. For example, our RTI program benchmarking and progress monitoring show student growth throughout the school year. Classroom student performance is another indicator that shows our student's growth. This is monitored through teacher observations, student standards based checklists, goals set in Leader In Me Binders, common assessments, and teacher/parent communication. Overall we feel as though our students are growing more than is reflected just on the KRPEP assessment.

*Where is Salem Elementary in relation to our district? State?

In relation to the Russell County district Salem Elementary students scoring Proficient and Distinguish scored above in 3 out of 4 areas. This year we fell short in writing which is a focus area for us for improvement. In Reading, Math, and Social Studies SES was above the state and the district. SES students scored above the district 4-6% in those areas. . In relation to the state scores of Kentucky Salem Elementary students scoring Proficient and Distinguish scored above in 3 out of 4 areas. Again, it was writing in which our students scored less than 10% of the state averages.

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?

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?

According to the 2014-2015 Title 1 Survey and the Fall 2015 Parents Response Counts survey Salem Elementary has many strengths. These areas of strength include: The family like atmosphere, the school's love for all children and ability to make all children feel loved and secure, The overall SES school culture was rated as warm, friendly, loving and an inviting place to be. Another noted area of strength was the open communication lines that teachers have with parents. Teachers communicate nightly through Take Home Folders that go home with students. These folders contain information to parents to keep them aware of the day to day happenings. along with daily school work to show what the students have covered that day.

Salem Elementary has several strengths...

According to the KPREP Salem had a 3% increase on the Next Generation Learners Achievement score which shows our student performance is continuing to improve. In all content areas on the Next Generation Learners Achievement our scores ranged from 62.8% to 84.7% In particular we found that reading made a 15% increase from the previous year. This will continue to be a strength as all students who are not on grade level are receiving RTI interventions. Our largest decrease occurs at the end of second grade where the data shows us that the number of students performing below grade level is 10% less than in kindergarten.

We will continue the Response to Intervention for students that, according to our universal screener Discovery Education and EasyCBM, are performing in the bottom 25%. At SES we are required to serve the 10% and below but reach above that to the 25%. This allows to reach many more students. The 10%-25% are referred to as "The Moving On Up Gang". We have been able to add programs, strategies, and support staff this year, allowing our interventions to be more closely aligned with the individual student's area of deficit. Teachers collaborate with each other at SES as well as other elementary teachers in the district through PLC meetings. Also, teachers are continually working on curriculum alignment to the common core standards. Overall it is a combination between hard work and teamwork that helps our school receive proficient scores.

Another area of strength for Salem Elementary is our student attendance. Last year we had an overall average of 95.8% which exceeded both the district and state averages. We feel that foster and environment where students want to be at school. At SES we feel that if a student has good attendance they are well on their way to becoming a proficient student. Parental involvement and community support is a huge strength for SES. SES opens their doors to parents and the community throughout the school year in which they get to come in and be a part of our school. For example, we have a Fall Fun Walk, Literacy Luncheon, SES Christmas Mission, Book Fairs, and much more. All teachers at SES have an open line of communication with the parents and are constantly making contacts and staying aware of home situations. It is our belief at SES that we are a family and the parents and community are important members of that.

Lastly, we feel as though our school culture and atmosphere is a strength. It has been said by many students, parents, community members, and staff that when you walk through the door at SES you instantly become a part of the family. According to our Title 1 Parent Survey 99.9% commented that they, as parents, and their students feel welcome and comfortable at SES.

Opportunities for Improvement

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

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

Our areas of need are...

According to the 2014-2015 Title 1 Survey and the Fall 2014 Parents Response Counts survey Salem Elementary has a couple of identified weaknesses. These weaknesses are: needing to place more focus on the arts. This is being addressed in our program review teams and music has been added to the specials schedule this school year. One other area of weakness noted is a more in depth explanation of homework to parents. Parents seem to have difficulty understanding certain math concepts. This is already being addressed as well. A homework help page is being sent home with any math work to explain the concept and to give examples for parents to follow in helping their children. It is the goal of Salem Elementary to address these areas of weaknesses and turn them into areas of strength.

#1 We are focusing on a novice reduction goal for the 2015-2016 school year. Our goal is to reduce our novice percentages at least 50% over the course of 5 years. Our novice percentages are as follows:

Reading 15.0% Writing 22.2% Math 15.0% Language Mechanics 20%

To address this need we are working with small focus groups of students based on assessments of specific standards, before and after school tutoring, intensive interventions and progress monitoring, and setting goals with children. Teachers are planning common core specific lessons focused on objectives for standards written as learning targets. Students are applying I can statements to strengthen their understanding of the common core standards. Nine weeks learning target goals are sent home to parents quarterly to keep them informed of what standards their child is working on.

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

To address this need teachers participate in planned professional development. All teachers in each grade level have common plan time for PLC meetings and collaboration. School wide a standards based curriculum is in place with Go Math! And Journey's Reading. Discovery Education is used to assess standards being met and provides teachers with a variety of resources to implement common core state standards and aide in the planning of more rigorous activities. This year we have also implemented several web based programs that assess the students on their level and provides individualized instruction such as Math Seeds, Math Whizz, EasyCBM, and STAR early literacy. Rockin On Reading is our school wide reading program that is in place for all students to read at or above their grade level daily. This places all students on their own individual reading level and differentiates instruction among students.

#3 Improve readiness of Kindergarten students

To address this need SES partnered with our Family Resource Center to provide a Kindergarten Camp this summer. During this camp all upcoming Kindergarten parents and students came to SES to learn about Kindergarten readiness, participate in readiness activities, and leave with resources to help their child. Also, we are utilizing our RTI personnel to target a larger number of kindergarten students that were below kindergarten readiness goals on Brigance Screening. We are continuing to look for other strategies and opportunities to strengthen this area of improvement.

Conclusion

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

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

Our next steps include monitoring student progress in content areas through continuous assessment, checking for mastery and planning/modifying instruction to address gaps in learning. We will work closely with students to help them reflect on learning and progress and help them set goals for improving. We will also closely monitor the noted areas of weakness based on the parent survey results recently conducted. We will strive to turn these noted areas of weakness into areas of strength. The SBDM council will monitor the implementation of the 2015-2016 CSIP. Following these goals will ensure that SES focuses on the opportunities for improvement and continues to sustain areas of strength.

The process that Salem Elementary used to develop the needs assessment and CSIP is teamwork. We began with all teachers being involved in data analysis. Test scores were studied in depth across all grade levels and content areas. Then all teachers worked together to identify areas of strengths and weaknesses. Content Area Leadership Teams took a closer look at the plans the teachers put together and came up with strategies and activities to support that plan. The Salem Elementary School Council received monthly updates from the Content Area Leadership Teams. The School Council became familiar with the development of the Needs Assessment and the CSIP. The CSIP was approved by the School Council. The School Council will also be involved in monthly progress monitoring updates for the CSIP. Community and Parent Stakeholders were invited into the school for a meeting to share and provide them the opportunity to add suggestions on the development of the CSIP. This teamwork is essential or Salem Elementary in creating our yearly CSIP.

Reflecting back upon the 2014-2015 CSIP, Salem Elementary was very successful in meeting many of our goals. The state goals that are set for 2017 have not been met but we are making steady progress and are on track to meet these goals by that time. However, we attained the goals that we set specifically for our school. We were able to meet our overall accountability goal as well as decrease the number of novice learners while increasing the number proficient and distinguished learners. Also after looking back at our goals we choose to keep our kindergarten readiness goal as students are still entering kindergarten not ready according to Brigance screening. In addition to making gains with our free and reduced lunch student,s we decided to create a sustainability goal that would allow us to continue to focus on this gap group of free and reduced lunch students so that we do not see a decline in their performance.

KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

Activity - Brigance Scores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students entering into kindergarten are assessed with the Brigance screening tool in August of each school year. This screener is an assessment of kindergarten readiness. Results will be made available to teachers and parents as soon as the screening is complete. Teachers will provide parents of students identified as not ready to begin kindergarten with home readiness kits. These kits will contain interventions for parents to work with their students at home to increase their readiness for kindergarten.	Academic Support Program	09/07/2015	05/23/2016	\$500 - Other	Kindergarten Classroom Teachers

Activity - Discovery Education Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers use the Discovery Education Assessment tool to create and give common assessments based on the KY Common Core Standards. Once the students take the assessments the teachers receive immediate feedback of the student's results. These results can be tracked individually or whole group so that the teachers can know what the areas of improvement or growth are.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Regular Education Teachers

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Activity - Benchmark Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take three Discovery Education Benchmarking tests throughout the 2013-2014 school year. Teachers will have access to view these tests results on the Discovery Education website. Instructional decisions to better meet the needs of individual students will be made based on the data these benchmark tests show.	Academic Support Program	09/07/2015	05/23/2016	\$2500 - District Funding	Classroom Teachers RTI Interventionists

Activity - Stanford 10	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 Teachers will be presented with the results from the Stanford 10 as soon as the results are made available to the schools. Teachers will address these results in grade level PLCs to impact their daily classroom instruction.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Principal Counselor Classroom Teachers

Activity - PLC Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet within content level groups to discuss assessments results. It is during these meetings that the teachers can identify the standards they may need to be retaught or reviewed.	Academic Support Program	09/07/2015	05/23/2016	\$0 - No Funding Required	Regular Education Teachers

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 proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

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

Strategy1:

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

Category: Management Systems

Research Cited:

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Activity - SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	SBDM Council teachers

Strategy2:

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

Category:

Research Cited:

Activity - PLC (Professional Learning Community) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$500 - State Funds \$1000 - Title I Part A	PLC (Professional Learning Community) Leaders Classroom Teachers Principals

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits.	Parent Involvement	08/18/2014	06/30/2015	\$0 - No Funding Required	Classroom Teacher RTI Interventionist

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	Classroom Teachers

Strategy3:

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

Category:

Research Cited:

Activity - EasyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EasyCBM is used to progress monitor students receiving RTI interventions.	Academic Support Program	09/01/2014	06/30/2015	\$286 - General Fund	RTI Interventionists

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Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education.	Academic Support Program	09/08/2014	05/25/2015	\$2200 - District Funding	RTI Coordinators

Strategy4:

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

Category:

Research Cited:

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps.	Professional Learning	09/29/2014	05/25/2015	\$0 - No Funding Required	Principal Classroom Teachers

Activity - GRECC PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in several PD days led by GRECC Literacy Consultant. The PD days will provide teachers with numerous opportunities that they can choose from to meet their needs. Within this year they will be offering a Data Retreat, Phonemic Awareness, Developing Vocabulary, and much more. This will allow our teachers the chance to attend a PD that they feel will best meet their needs.	Professional Learning	08/18/2014	05/25/2015	\$1800 - GRECC Race to the Top	Primary/Intermediate Teachers Principals

Activity - Community Practice Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community practice teachers will attend trainings provided by GRECC to provide assistance in model classroom implementation.	Professional Learning	08/11/2014	05/29/2015	\$1000 - GRECC Race to the Top	Community Practice Teachers GRECC

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a 3 day data retreat presented by GRECC. This retreat will allow time for in depth test analysis so that each school can take a look at primary concerns, make hypotheses based on assessments, and create plans for improvement. This information was then brought back to the school setting at a PD in which all faculty was taken through the assessment analysis process.	Academic Support Program	09/30/2014	10/02/2014	\$2500 - GRECC Race to the Top	Data Retreat Team Classroom Teachers

Strategy5:

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

Category:

Research Cited:

Activity - Rocking On Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-5 have been placed in a Reading Fluency Packet on their individual grade level. They are read with these packets daily to increase reading fluency and comprehension.	Academic Support Program	08/11/2014	06/30/2015	\$0 - No Funding Required	RTI Interventionists Classroom Teachers

Activity - Daily Cold Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will ready Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format.	Academic Support Program	08/18/2014	05/25/2015	\$0 - No Funding Required	Classroom Teacher Intervention Specialist

Goal 2:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Salem Elementary from 44.5 to 50.1 by May 2015 as measured by K-Prep. by 05/25/2015 as measured by the Unbridled Learning Formula.

Strategy1:

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

Category:

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop common assessments and administer to the students. Teachers will be able to see areas of weakness to guide instructional and intervention planning.	Academic Support Program	08/10/2015	05/16/2016	\$0 - No Funding Required	Teachers District PLC Leaders Principals

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet throughout the year to align and develop curriculum/assessments to CCSS.	Professional Learning	08/10/2015	05/23/2016	\$1000 - Title I Part A \$500 - State Funds	Teachers Principals District PLC Leaders

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Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education is a web-based program that offers numerous assessment questions for teachers to create assessments based on the standards they are teaching at the time.	Direct Instruction	08/10/2015	05/23/2016	\$2200 - District Funding	Classroom Teachers & Curriculum Coach

Strategy2:

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

Category:

Research Cited:

Activity - Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth.	Academic Support Program	08/18/2014	05/25/2015	\$41000 - Other	Math Recovery Specialist

Activity - Writing Across the Content ~ Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do.	Academic Support Program	08/11/2014	05/25/2015	\$0 - No Funding Required	Regular Education Teacher

Activity - Math Whizz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	Math Recovery Specialist RTI Coordinator

Activity - Math March Madness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded.	Academic Support Program	08/18/2014	05/25/2015	\$2000 - Other	Math Teachers Principal PTO

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Activity - Math Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data.	Tutoring	08/18/2014	05/25/2015	\$600 - Other	21st Century Afterschool Staff Math Teachers

Strategy3:

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

Category:

Research Cited:

Activity - Writing Across the Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Cneter Activities, and Quick Writes.	Academic Support Program	08/18/2014	05/25/2015	\$0 - No Funding Required	Regualr Classroom Teacher

Activity - Literacy Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specially chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that coresponds with the book read. Parents are then invited to eat lunch with their child.	Parent Involvement	08/18/2014	06/30/2015	\$1500 - Title I Part C	Librarian Principal Classroom Teachers Classified Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent.	Parent Involvement	08/18/2014	05/25/2015	\$2000 - Booster Fund	Librarian Classroom Teacher Parents

Activity - STAR Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR early literacy is web based program that asseses K and 1st grade students in beginning reading skills. It is used by school librarian, classroom teachers, and RTI Interventionists to design each student's individual reading plan. Students are assessed 3 times a year to show growth and reports are sent to parents.	Academic Support Program	09/22/2014	06/30/2015	\$900 - School Council Funds	Classroom teachers Librarian RTI Interventionists

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Activity - Reading Eggpress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggpress is a web-based program that students will be able to access at home to involve parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books.	Parent Involvement	08/18/2014	05/25/2015	\$2000 - Booster Fund	Librarian Classroom Teacher Parents

Activity - Renaissance Learning ~ STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents.	Academic Support Program	08/18/2014	05/25/2015	\$2400 - School Council Funds	Librarian Classroom Teachers

Strategy4:

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

Category:

Research Cited:

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS daytime waiver will offer RTI services to students unable to stay in afterschool due to lack of transportation.	Academic Support Program	08/10/2015	05/23/2016	\$12000 - Title I Schoolwide	ESS Daytime Waiver Employee RTI/KSI Intervention Specialists

Activity - RTI/KSI Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Ad+Vantage Math, Math Recovery, Quarter Mile Math, Math Seeds, Math Whiz, and ECU Math Fact Fluency.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI highly qualified intervention teacher Classroom Teachers

Activity - Intervention Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teacher

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - RTI Team Meetings & Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
he RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teacher

Activity - Title I Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A part time (certified teacher) interventionist will work three days per week with struggling math students. This focus will be placed on math students in graded 3-5. The interventionist will work with individual and small groups of students to close the gaps in learning to aid in these students reaching proficiency.	Academic Support Program	09/21/2015	05/23/2016	\$4000 - Title I Part A	Math Interventionist Principal

Activity - RTI/KSI Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program, Barton System, and Moby Max.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI highly qualified intervention teachers Classroom Teachers

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

Goal 1:

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

Measurable Objective 1:

A 5% increase of Pre-K grade students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/18/2014 as measured by Brigance.

Strategy1:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Creative Curriculum for Pre-school. Covered is this curriculum is Language, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Daily Preschool Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task.	Academic Support Program	08/17/2015	05/23/2016	\$0 - IDEA	Pre-school Teacher Pre-school assistant

Strategy2:

Parental Involvement: Migrant/EL Students and Families - Migrant and EL staff will assist families in enhancing the parenting skills that can promote the full educational development of children by conducting parent meetings and providing resources in th home in the home language.

Category: Early Learning

Research Cited:

Activity - Integrating and Translating Home Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement will be encouraged by the migrant/EL staff by assisting with interpreting information or translating information to be sent home.	Parent Involvement	08/17/2015	05/23/2016	\$0 - No Funding Required	Migrant/EL Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home to strengthen the relationship between home and school to better accommodate the student's needs.	Parent Involvement	08/17/2015	05/23/2016	\$0 - Title III - Migrant	Migrant/EL Staff

Strategy3:

Kindergarten Camp - We will provide opportunities for upcoming kindergarten students and families to enhance readiness by holding kindergarten camps.

Category: Early Learning

Research Cited:

Activity - Summer Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families of kindergarten students will be provided with summer readiness packets to strengthen school readiness.	Academic Support Program	05/25/2015	08/10/2015	\$0 - No Funding Required	School Administration and Staff

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who were registered in Kindergarten were invited to come in with their parents/guardians to attend a one day camp. All parents will given information about preparing their child(ren) for Kindergarten, activities they can practice, resoureces they can use at home and on-line, take a tour of the school, and meet all of the staff that will be working with their child(ren). The children will be taken to the kindergarten classrooms where they will engage in some beginning activities that will allow them to use both fine and gross motor skills.	Academic Support Program	05/25/2015	06/22/2015	\$300 - FRYSC	Kindergarten Teachers Prinicpal Resource Staff for K RTI/KSI Interventionists

Strategy4:

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

Category:

Research Cited:

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Easy CBM benchmarking. Students will receive interventions using Ad+Vantage Math Recovery, Number Worlds, and Go Math Interventions.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Interventions Specialist Classroom Teacher

Activity - Easy CBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Easy CBM will be used to progress monitor students in kindergarten beginning the 2014-2015 school year. Measures being used are letter naming and letter sounds.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Intervention Specialist Regular Classroom Teacher

Strategy5:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - PLC Meetings ~ Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach to assist in monitoring the implementation of common assessments, revise standrds based report cards, and make any changes to curriculum as needed district wide.	Professional Learning	08/17/2015	05/23/2016	\$1000 - Title I Part A	Kindergarten Teachers

Activity - Preschool Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies.	Academic Support Program	08/10/2015	05/23/2016	\$800 - Grant Funds	Private Pre-school/ In home Daycares Race to the Top Grant

Activity - PLC Meetings ~ Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students.	Professional Learning	08/10/2015	05/23/2016	\$0 - No Funding Required	Pre-school Teachers

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

Goal 1:

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

Measurable Objective 1:

A 5% increase of Pre-K grade students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/18/2014 as measured by Brigance.

Strategy1:

Parental Involvement: Migrant/EL Students and Families - Migrant and EL staff will assist families in enhancing the parenting skills that can promote the full educational development of children by conducting parent meetings and providing resources in th home in the home language.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home to strengthen the relationship between home and school to better accommodate the student's needs.	Parent Involvement	08/17/2015	05/23/2016	\$0 - Title III - Migrant	Migrant/EL Staff

Activity - Integrating and Translating Home Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement will be encouraged by the migrant/EL staff by assisting with interpreting information or translating information to be sent home.	Parent Involvement	08/17/2015	05/23/2016	\$0 - No Funding Required	Migrant/EL Staff

Strategy2:

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

Category:

Research Cited:

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Easy CBM benchmarking. Students will receive interventions using Ad+Vantage Math Recovery, Number Worlds, and Go Math Interventions.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Interventions Specialist Classroom Teacher

Activity - Easy CBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Easy CBM will be used to progress monitor students in kindergarten beginning the 2014-2015 school year. Measures being used are letter naming and letter sounds.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Intervention Specialist Regular Classroom Teacher

Strategy3:

Kindergarten Camp - We will provide opportunities for upcoming kindergarten students and families to enhance readiness by holding kindergarten camps.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who were registered in Kindergarten were invited to come in with their parents/guardians to attend a one day camp. All parents will given information about preparing their child(ren) for Kindergarten, activities they can practice, resoureces they can use at home and on-line, take a tour of the school, and meet all of the staff that will be working with their child(ren). The children will be taken to the kindergarten classrooms where they will engage in some beginning activities that will allow them to use both fine and gross motor skills.	Academic Support Program	05/25/2015	06/22/2015	\$300 - FRYSC	Kindergarten Teachers Prinicpal Resource Staff for K RTI/KSI Interventionists

Activity - Summer Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families of kindergarten students will be provided with summer readiness packets to strengthen school readiness.	Academic Support Program	05/25/2015	08/10/2015	\$0 - No Funding Required	School Administration and Staff

Strategy4:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Creative Curriculum for Pre-school. Covered is this curriculum is Language, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction.

Category: Early Learning

Research Cited:

Activity - Daily Preschool Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task.	Academic Support Program	08/17/2015	05/23/2016	\$0 - IDEA	Pre-school Teacher Pre-school assistant

Strategy5:

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

Category:

Research Cited:

Activity - Preschool Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies.	Academic Support Program	08/10/2015	05/23/2016	\$800 - Grant Funds	Private Pre-school/ In home Daycares Race to the Top Grant

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - PLC Meetings ~ Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students.	Professional Learning	08/10/2015	05/23/2016	\$0 - No Funding Required	Pre-school Teachers

Activity - PLC Meetings ~ Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach to assist in monitoring the implementation of common assessments, revise standards based report cards, and make any changes to curriculum as needed district wide.	Professional Learning	08/17/2015	05/23/2016	\$1000 - Title I Part A	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 averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Salem Elementary from 44.5 to 50.1 by May 2015 as measured by K-Prep. by 05/25/2015 as measured by the Unbridled Learning Formula.

Strategy1:

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

Category:

Research Cited:

Activity - Intervention Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will have intentional intervention blocks of time in the master schedule so that students can receive reading and math interventions without losing academic content time.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teacher

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Activity - RTI/KSI Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will receive specific math interventions such as Number Worlds, Bridges in Math, Great Leaps Math, SRA Math, Ad+Vantage Math, Math Recovery, Quarter Mile Math, Math Seeds, Math Whiz, and ECU Math Fact Fluency.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI highly qualified intervention teacher Classroom Teachers

Activity - Title I Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A part time (certified teacher) interventionist will work three days per week with struggling math students. This focus will be placed on math students in grades 3-5. The interventionist will work with individual and small groups of students to close the gaps in learning to aid in these students reaching proficiency.	Academic Support Program	09/21/2015	05/23/2016	\$4000 - Title I Part A	Math Interventionist Principal

Activity - ESS Daytime Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS daytime waiver will offer RTI services to students unable to stay in afterschool due to lack of transportation.	Academic Support Program	08/10/2015	05/23/2016	\$12000 - Title I Schoolwide	ESS Daytime Waiver Employee RTI/KSI Intervention Specialists

Activity - RTI Team Meetings & Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team (consisting of the classroom teacher and interventionist), will meet to analyze data regularly to evaluate student progress on students needing support beyond tier 2 interventions. The team will make instructional decisions based on individual student needs.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI Interventionist Classroom Teacher

Activity - RTI/KSI Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 students will receive specific reading intervention services such as Great Leaps Reading, Renaissance Accelerated Reading, Quick Reads, SRA Reading, Earobics, Sing Spell Read & Write, and SRA Dolch Sight Word Program, Barton System, and Moby Max.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI highly qualified intervention teachers Classroom Teachers

Strategy2:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Math March Madness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate a math tournament on knowledge of multiplication facts. Winners will advance until a school wide winner is announced and prizes will be awarded.	Academic Support Program	08/18/2014	05/25/2015	\$2000 - Other	Math Teachers Principal PTO

Activity - Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive individualized/small group math instruction from the Math Recovery specialist. The students will be assessed at the beginning of the year and receive instruction based on areas of need. Also, they will be progressed monitored throughout the year to check for improvement in targeted areas of growth.	Academic Support Program	08/18/2014	05/25/2015	\$41000 - Other	Math Recovery Specialist

Activity - Writing Across the Content ~ Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into mathematics. They will be completing short answer problems and performance tasks with each unit they do.	Academic Support Program	08/11/2014	05/25/2015	\$0 - No Funding Required	Regular Education Teacher

Activity - Math Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After analyzing Math K-Prep test scores students were chosen to stay in the after school Math Club. The students will be provided with small group instruction based on weaknesses that were shown through the testing data.	Tutoring	08/18/2014	05/25/2015	\$600 - Other	21st Century Afterschool Staff Math Teachers

Activity - Math Whizz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the GREEC Grant we were allotted free subscriptions to Math Whizz for two years. Second grade students are using the Math Whizz program in Stations to strengthen math skills and master CCSS.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	Math Recovery Specialist RTI Coordinator

Strategy3:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Reading Eggpress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggpress is a web-based program that students will be able to access at home to involve parents in their child's literacy. Reading Eggpress will build reading and comprehension skills for students in grade 2-6. Reading Eggpress creates a unique learning environment with a wide range of lessons, learning games, and e-books.	Parent Involvement	08/18/2014	05/25/2015	\$2000 - Booster Fund	Librarian Classroom Teacher Parents

Activity - Writing Across the Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to incorporate basic writing skills into reading/language arts. They will be using The Writing Guidebook, Writing Center Activities, and Quick Writes.	Academic Support Program	08/18/2014	05/25/2015	\$0 - No Funding Required	Regular Classroom Teacher

Activity - STAR Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR early literacy is web based program that assesses K and 1st grade students in beginning reading skills. It is used by school librarian, classroom teachers, and RTI Interventionists to design each student's individual reading plan. Students are assessed 3 times a year to show growth and reports are sent to parents.	Academic Support Program	09/22/2014	06/30/2015	\$900 - School Council Funds	Classroom teachers Librarian RTI Interventionists

Activity - Literacy Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to attend a Family Literacy Luncheon with their child during the school day. Each classroom will have a parent guest reader that will read a book specifically chosen for that grade level by the school librarian. Also, the parents and children together will complete a literacy activity that corresponds with the book read. Parents are then invited to eat lunch with their child.	Parent Involvement	08/18/2014	06/30/2015	\$1500 - Title I Part C	Librarian Principal Classroom Teachers Classified Staff

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs is on-line reading program that makes learning essential skills a fun and motivating experience for students in kindergarten and first grade. Students will have access to this program at home to use along with a parent.	Parent Involvement	08/18/2014	05/25/2015	\$2000 - Booster Fund	Librarian Classroom Teacher Parents

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Salem Elementary School

Activity - Renaissance Learning ~ STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Renaissance learning STAR reading is a web based program that assess each students' reading level/grade equivalency. It is used by the school librarian and classroom teachers to design each students individual reading plan. Students are assessed three times a year to show growth and reports are sent to parents.	Academic Support Program	08/18/2014	05/25/2015	\$2400 - School Council Funds	Librarian Classroom Teachers

Goal 2:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

Activity - EasyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EasyCBM is used to progress monitor students receiving RTI interventions.	Academic Support Program	09/01/2014	06/30/2015	\$286 - General Fund	RTI Interventionists

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education.	Academic Support Program	09/08/2014	05/25/2015	\$2200 - District Funding	RTI Coordinators

Strategy2:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	Classroom Teachers

Activity - PLC (Professional Learning Community) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$500 - State Funds \$1000 - Title I Part A	PLC (Professional Learning Community) Leaders Classroom Teachers Principals

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits.	Parent Involvement	08/18/2014	06/30/2015	\$0 - No Funding Required	Classroom Teacher RTI Interventionist

Goal 3:

Increase the Annual Measurable Objective by a 1.0 % gain in overall accountability from 63.3% to 64.3%.

Measurable Objective 1:

collaborate to increase all accountability area scores by 1.% to acheive an overall total of 64.3% by 05/25/2015 as measured by Unbridled Learning Formula.

Strategy1:

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

Category:

Research Cited:

Activity - Journeys ~ Arts & Humanities/ Practical Living	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete lesson in the Journey's Reading series that focus on the Arts & Humanities/Practical Living skills. For example, there are several plays that the students can perform, they can illustrate book covers using elements of art, and tap into physical/health education through non-fictional stories. Each teacher is required to implement at least 3 of these lessons per year for Program Review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0 - No Funding Required	Regular Classroom Teacher

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - EKU Fact Fluency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the EKU Fact Fluency daily in math classrooms 2nd grade through 5th grade to improve students quick recall of math facts.	Direct Instruction	08/17/2015	05/23/2016	\$0 - No Funding Required	Math Teachers

Activity - Go Math- Arts & Humanities/Practical Living	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete lessons in the Go Math Curriculum that focus on Arts & Humanities/ Practical Living skills. For example: The 3rd grade Go Math contains lessons on an orchestra for Arts & Humanities and a graph on exercises to use as a Practical Living Lesson. Each teacher is required to implement at least three of these lessons per year for program review evidence.	Direct Instruction	08/17/2015	05/23/2016	\$0 - No Funding Required	Regualr Classroom Teacher

Activity - Go Math! Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Go Math! curriculum Kindergarten through 5th grade. This program is aligned with the Common Core Standards and will be used for daily math instruction. All students will participate in engaging, hands-on math instruction.	Direct Instruction	08/10/2015	05/23/2016	\$0 - No Funding Required	Math Teachers

Activity - Journeys CCSS Reading Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Journeys CCSS Reading Series was purchased for the 2013-2014 school year. Since then this has been the CCSS Reading Series that is used school and district wide.	Direct Instruction	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Reading Teachers RTI Leads

Goal 4:

Decrease the novice percentage of all learners in grades 3-5 from 15.9% to 13.9% in reading for the 2015-2016 school year. .

Measurable Objective 1:

A 1% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency effort in decreasing the overall novice and apprentice percentage in English Language Arts by 05/25/2015 as measured by Unbridled Learning Formula.

Strategy1:

Decrease the gap between female and male learners in reading - Classroom teachers will encourage and foster an environment of reading specific for both females and males. This will include providing high interest literature for both groups, presenting vial reading materials (youtube, brainpop, etc.), and allowing students to engage in literacy centers.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - High Interest Literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male learners will have available high interest literature such as magaazines and books suited for them. Magazines will include: "Ranger Rick", "Sport's Illustrated", and "Boy's Life". Several book titles included for their selection are "Goosebumps", "American Chillers", "All Sports", and the "Louis Lamour" series.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Librarian Classroom Teachers Intervention Specialist

Activity - Literacy Listening Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male learners will use listening centers to strengthen literacy skills.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Librarian

Activity - Male Mentoring Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male students will participate in a male mentoring reading program in which they will be paired with a male staff member to reading high interest passages. Also, the male staff will participate in cold reads with the male learners.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Male Staff

Strategy2:

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

Category:

Research Cited:

Activity - Reading with I-Pads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In small group instruction male students will use the I-Pads for high interest and/or interactive books. The reading levels for the stories can be selected based on the student's individual lexile level.	Technology	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teacher RTI/KSI Intervention Specialists

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students can use individual accounts to access numerous reaidng passages and streaming videos.	Direct Instruction	08/10/2015	05/23/2016	\$2200 - District Funding	Classroom Teachers

Activity - Journeys CCSS Reading Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Jouneys CCSS Readng Series offers reading stories that students can listen to using Audio Hub as well as projectable resources. This is available with every lesson.	Direct Instruction	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Reading Teachers

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Activity - Reading Eggspress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male students will build reading and comprehension skills through the reasearch web based program Reading Eggspress. This is a high interest reading program for males as they get to build avatars, compete in head to head contest in a stadium, and work out in the comprehension gym.	Technology	08/10/2015	05/23/2016	\$2000 - Booster Fund	Librarian Classroom Teacher

Activity - STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading is a web based program for all students to assess their reading levels. . After taking the STAR Reading test each student will be placed on their individualized reading level for AR book reading. Also, teachers can monitor student's progress and reading levels to encourage success in reading.	Academic Support Program	08/10/2015	05/23/2016	\$1000 - Other	Classroom Teachers

Strategy3:

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

Category:

Research Cited:

Activity - Gender Equity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use popsicle sticks, boy/girl alternation, tally charts, etc. to ensure male learners are participating equally with female learnrs.	Direct Instruction	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers

Strategy4:

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

Category:

Research Cited: RTI/KSI

Activity - Journeys Fluency Daily Cold Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI students are read with daily with Journeys fluency packets and cold reads. Words Read Per Minute are recored to show improvement.	Technology	08/17/2015	05/23/2016	\$7000 - Other	RTI Coordinators Classroom Teachers

Activity - Jouneys RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Journeys CCSS reading Series comes with Write in Readers and Literacy ToolKits for each grade level.	Tutoring	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI Coordinators Classroom Teachers

Goal 5:

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Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at 48.4%

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in math and in English Language Arts by 05/23/2016 as measured by Unbridled Learning Formula.

Strategy1:

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

Category:

Research Cited:

Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need.	Academic Support Program	09/07/2015	05/23/2016	\$3200 - State Funds	Certified Staff Members

Activity - Extended Before School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website.	Academic Support Program	09/02/2014	05/23/2016	\$1000 - State Funds	Certified Staff Member

Activity - Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards.	Direct Instruction	08/17/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers

Strategy2:

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

Category:

Research Cited:

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Activity - RTI Benchmarking and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be progress monitored through EasyCBM to show areas of weakness. ILP's will be developed to get these students on track to proficiency.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI teachers teachers

Activity - RTI Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - RTI Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKU Math Fact Fluency and Quarter Mile Math.	Academic Support Program	08/24/2015	05/16/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Goal 6:

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

Measurable Objective 1:

A 5% increase of Pre-K grade students will demonstrate a behavior of kindergarten readiness in English Language Arts by 08/18/2014 as measured by Brigance.

Strategy1:

Kindergarten Camp - We will provide oppourtunities for upcoming kindergarten students and families to enhance readiness by holding kindergarten camps.

Category: Early Learning

Research Cited:

Activity - Summer Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Families of kindergarten students will be provided with summer readiness packets to strengthen school readiness.	Academic Support Program	05/25/2015	08/10/2015	\$0 - No Funding Required	School Administration and Staff

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Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students who were registered in Kindergarten were invited to come in with their parents/guardians to attend a one day camp. All parents will given information about preparing their child(ren) for Kindergarten, activities they can practice, resoureces they can use at home and on-line, take a tour of the school, and meet all of the staff that will be working with their child(ren). The children will be taken to the kindergarten classrooms where they will engage in some beginning activities that will allow them to use both fine and gross motor skills.	Academic Support Program	05/25/2015	06/22/2015	\$300 - FRYSC	Kindergarten Teachers Prinicpal Resource Staff for K RTI/KSI Interventionists

Strategy2:

Houghton Mifflin Pre-K Language Arts Curriculum - The Pre-school Language Arts Curriculum is centered around the Creative Curriculum for Pre-school. Covered is this curriculum is Language, Science, Social studies, Math, and Art. The curriculum includes small group and whole group instruction.

Category: Early Learning

Research Cited:

Activity - Daily Preschool Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school children attend school two days a week. These days are spent with a very specific curriculum and schedule that keeps them on task.	Academic Support Program	08/17/2015	05/23/2016	\$0 - IDEA	Pre-school Teacher Pre-school assistant

Strategy3:

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

Category:

Research Cited:

Activity - Preschool Pals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Preschool program is being implemented through the Race to the Top Grant. Anyone doing in home daycare for students can apply for an \$800 credit to purchase preschool teaching supplies.	Academic Support Program	08/10/2015	05/23/2016	\$800 - Grant Funds	Private Pre-school/ In home Daycares Race to the Top Grant

Activity - PLC Meetings ~ Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will attend PLC meetings scheduled by the District Curriculum Coach to assist in monitoring the implementation of common assessments, revise standrds based report cards, and make any changes to curriculum as needed district wide.	Professional Learning	08/17/2015	05/23/2016	\$1000 - Title I Part A	Kindergarten Teachers

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Activity - PLC Meetings ~ Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-school teachers will meet with the Director of Pre-school and other pre-school teachers from the district in PLC meetings that will provide resources and training needed to reduce barriers/gaps for at risk preschool age students.	Professional Learning	08/10/2015	05/23/2016	\$0 - No Funding Required	Pre-school Teachers

Strategy4:

Parental Involvement: Migrant/EL Students and Families - Migrant and EL staff will assist families in enhancing the parenting skills that can promote the full educational development of children by conducting parent meetings and providing resources in th home in the home language.

Category: Early Learning

Research Cited:

Activity - Integrating and Translating Home Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent involvement will be encouraged by the migrant/EL staff by assisting with interpreting information or translating information to be sent home.	Parent Involvement	08/17/2015	05/23/2016	\$0 - No Funding Required	Migrant/EL Staff

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will act as a liaison between the school and home to strengthen the relationship between home and school to better accommodate the student's needs.	Parent Involvement	08/17/2015	05/23/2016	\$0 - Title III - Migrant	Migrant/EL Staff

Strategy5:

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

Category:

Research Cited:

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's RTI/KSI intervention specialists will provide intervention services for the students qualifying in Kindergarten which will be based on the Easy CBM benchmarking. Students will receive interventions using Ad+Vantage Math Recovery, Number Worlds, and Go Math Interventions.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Interventions Specialist Classroom Teacher

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Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive intervention services according tier placement in reading. Identified students will participate in intervention services such as Earobics, FCRR, Road to the Code, Sing Spell Read & Write, Road to Reading, etc.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - Easy CBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Easy CBM will be used to progress monitor students in kindergarten beginning the 2014-2015 school year. Measures being used are letter naming and letter sounds.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	Intervention Specialist Regular Classroom Teacher

Goal 7:

Decrease the novice percentage of all learners from 16.7% to 14.6% in math for the 2015-2016 school year.

Measurable Objective 1:

A 2% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency effort in decreasing the overall novice and apprentice percentage in Mathematics by 05/25/2015 as measured by KPREP Testing.

Strategy1:

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

Category:

Research Cited:

Activity - Early Morning Computer Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Male learners will participate in early morning computer lab to strengthen math fact fluency. Programs used are Quarter Mile Math, www.multiplication.com, and Harcourt Schools: That's A Fact	Technology	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom teachers on bus duty

Activity - Go Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Male RTI students will use the intervention in the Go Math series to strengthen math skills.	Tutoring	08/18/2014	05/25/2015	\$0 - No Funding Required	RTI Coordinators Classroom Teachers

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Activity - Math Interventionist targeting grades 3-5	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A math interventionist targeting grade 3-5 will work three days per week with individual and small groups of students to target areas of gaps and math intervention areas. The students targeted will be those students not reaching proficiency or grade level equivalencies on previous KPREP and Stanford 10 testing scores.	Academic Support Program	09/09/2014	05/23/2016	\$4000 - Title II Part A	Math Interventionist Classroom Teacher Principal

Strategy2:

Parental Involvement - Parents will collaborate with the school, through the principal and classroom teacher to ensure that parents are directly involved in their child's educational experiences.

Category: Continuous Improvement

Research Cited:

Activity - Resources and Assistance to Migrant/EL Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classrooms teachers will provide resources and assistance to the homes to encourage support with homework and all school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal Classroom Teachers FRYSC

Activity - Resources and Assistance to Migrant/EL Families	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Migrant and EL staff will provide resources and assistance to the home to encourage support with homework, getting their child ready to start school and school activities.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Migrant/EL Staff

Strategy3:

Using Technology with All Learners - All Learners in grade 3-5 will use technology to decrease the percentage of novice and apprentice

Category: Continuous Improvement

Research Cited:

Activity - Math Whizz	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the GREEC Grant that we received, we have a two year subscription with Math Whizz. Math Whizz is a CCSS Web-based Math program.	Technology	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers RTI Coordinators

Activity - Math Seeds	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES has incorporated ReadingEggs into the curriculum for the last three years. This year the company launched Math Seeds. SES purchased this web based math program for grades K-3.	Academic Support Program Technology	10/12/2015	05/23/2016	\$500 - GRECC Race to the Top	Classroom Teachers RTI Teachers ESS Wavier Teachers

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Activity - Go Math Interactive Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers have access to ACVTIBoards that allows the students to use the Go Math Interactive Tools as a hands way to learning math.	Technology	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Math Teachers

Activity - IPADS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IPADs will be used with small group direct instruction to allow the students opportunities for practice in math fact fluency.	Direct Instruction	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers RTI Coordinators

Goal 8:

Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 57.1 % to 50 % and in math from 71.4% to 62.4% for the 2015-2016 school year.

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

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

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

Strategy2:

Co-Teaching Math - Using the Six Approaches to Co-Teaching, Special Education teachers will teach along with the regular classroom teacher which will increase student achievement. Students at all academic levels benefit from greater teacher attention in small group

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activities. This allows for more intense and individualized instruction. Using the Co-Teaching model, students with disabilities have a greater opportunity for continuity of instruction.

Category:

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

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

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

Measurable Objective 2:

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

Strategy1:

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

Category:

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

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

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

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Strategy2:

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

Category:

Research Cited:

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

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

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

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

Strategy1:

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

Category:

Research Cited:

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Activity - Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use various forms of assessments (Discovery Education, CIITS, Summative Assessments, Formative Assessments such as bell ringers, exit slips, ActiVotes, white boards, etc. to meet individual student needs and determine mastery of Common Core State Standards.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	Classroom Teachers

Activity - PLC (Professional Learning Community) Meeting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLC meetings throughout the school year to develop research-based intervention strategies to meet individual student needs in the classroom.	Professional Learning	08/18/2014	05/25/2015	\$500 - State Funds \$1000 - Title I Part A	PLC (Professional Learning Community) Leaders Classroom Teachers Principals

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will regularly contact parents concerning academics, behavior, assessments, etc. through emails, phone calls, mid-term reports, nine week report cards, and home visits.	Parent Involvement	08/18/2014	06/30/2015	\$0 - No Funding Required	Classroom Teacher RTI Interventionist

Strategy2:

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

Category:

Research Cited:

Activity - Data Retreat	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a 3 day data retreat presented by GRECC. This retreat will allow time for in depth test analysis so that each school can take a look at primary concerns, make hypotheses based on assessments, and create plans for improvement. This information was then brought back to the school setting at a PD in which all faculty was taken through the assessment analysis process.	Academic Support Program	09/30/2014	10/02/2014	\$2500 - GRECC Race to the Top	Data Retreat Team Classroom Teachers

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet to analyze student achievement on the K-Prep by identifying all gap groups. Also, teachers will create strategies for addressing and closing the gaps.	Professional Learning	09/29/2014	05/25/2015	\$0 - No Funding Required	Principal Classroom Teachers

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Activity - GRECC PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in several PD days led by GRECC Literacy Consultant. The PD days will provide teachers with numerous opportunities that they can choose from to meet their needs. Within this year they will be offering a Data Retreat, Phonemic Awareness, Developing Vocabulary, and much more. This will allow our teachers the chance to attend a PD that they feel will best meet their needs.	Professional Learning	08/18/2014	05/25/2015	\$1800 - GRECC Race to the Top	Primary/Intermediate Teachers Principals

Activity - Community Practice Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community practice teachers will attend trainings provided by GRECC to provide assistance in model classroom implementation.	Professional Learning	08/11/2014	05/29/2015	\$1000 - GRECC Race to the Top	Community Practice Teachers GRECC

Strategy3:

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

Category:

Research Cited:

Activity - EasyCBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
EasyCBM is used to progress monitor students receiving RTI interventions.	Academic Support Program	09/01/2014	06/30/2015	\$286 - General Fund	RTI Interventionists

Activity - Discovery Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Discovery Education has a Progress monitoring section through the RTI component. Identified RTI students are progress monitored using online probes through Discovery Education.	Academic Support Program	09/08/2014	05/25/2015	\$2200 - District Funding	RTI Coordinators

Strategy4:

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

Category:

Research Cited:

Activity - Rocking On Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 1-5 have been placed in a Reading Fluency Packet on their individual grade level. They are read with these packets daily to increase reading fluency and comprehension.	Academic Support Program	08/11/2014	06/30/2015	\$0 - No Funding Required	RTI Interventionists Classroom Teachers

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Activity - Daily Cold Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will read Cold Reads daily to increase their reading fluency. Cold Reads are passages that a student has never read before. This exposes the student to reading passages in a testing format.	Academic Support Program	08/18/2014	05/25/2015	\$0 - No Funding Required	Classroom Teacher Intervention Specialist

Strategy5:

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

Category: Management Systems

Research Cited:

Activity - SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM will meet to review staff's certifications and qualifications for each grade level and subject taught.	Direct Instruction	08/18/2014	05/25/2015	\$0 - No Funding Required	SBDM Council teachers

Goal 2:

Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at 48.4%

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in math and in English Language Arts by 05/23/2016 as measured by Unbridled Learning Formula.

Strategy1:

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

Category:

Research Cited:

Activity - Extended Before School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will be a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact, and multiplication.com website.	Academic Support Program	09/02/2014	05/23/2016	\$1000 - State Funds	Certified Staff Member

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Activity - Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards.	Direct Instruction	08/17/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Before/After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need.	Academic Support Program	09/07/2015	05/23/2016	\$3200 - State Funds	Certified Staff Members

Strategy2:

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

Category:

Research Cited:

Activity - FRAA (Free Reduced Academic Awareness) Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.	Professional Learning	08/17/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers Principal

Strategy3:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - RTI Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Activity - RTI Benchmarking and Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be progress monitored through EasyCBM to show areas of weakness. ILP's will be developed to get these students on track to proficiency.	Academic Support Program	08/17/2015	05/23/2016	\$0 - No Funding Required	RTI teachers teachers

Activity - RTI Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math.	Academic Support Program	08/24/2015	05/16/2016	\$0 - No Funding Required	RTI/KSI Intervention Specialists Classroom Teachers

Strategy4:

Removing barriers through FRYSC, Migrant, and EL Staff - By removing barriers, FRYSC, Migrant, and EL Staff will help support the achievement of the goal that all students become academically proficient.

Category: Continuous Improvement

Research Cited:

Activity - Watch D.O.G.S	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have implemented a new program called Watch D.O.G.S (Dad's Of Great Students) in which male mentors/role models volunteer to come to our school for a day and work with our students. Through this program numerous male mentors have read with students, assisted in math, and helped with spelling, and just spent time with our students.	Academic Support Program Parent Involvement	09/07/2015	05/23/2016	\$0 - No Funding Required	Principal Teachers Family Resource Staff

Activity - Work Study Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This year we have partnered with our local high school to create a placement for a high school hispanic student in our school. Daily we have this student coming to our school to work one on one with our ESL students. Through this work study our students who are struggling with classroom content due to a language barrier is receiving extra direct instruction and tutoring.	Academic Support Program Tutoring	09/07/2015	05/23/2016	\$0 - No Funding Required	Principal ESL Staff Teachers

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Goal 3:

Decrease overall novice percentage of students with disabilities in reading/laugauge arts.from 57.1 % to 50 % and in math from 71.4% to 62.4% for the 2015-2016 school year.

Measurable Objective 1:

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

Strategy1:

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

Category:

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

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

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

Strategy2:

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

Category:

Research Cited:

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

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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Improve all Program Reviews so that we will attain a proficient rating.

Measurable Objective 1:

collaborate to achieve a Proficient rating on all program reviews ~ Arts & Humanities, Practical Living/Vocation Studies, Writing, & Primary by 06/30/2015 as measured by a score received on each individual program review.

Strategy1:

Arts & Humanities - We will collaborate within the school to implement new strategies on our Arts & Humanities program review. We will continue to use strategies and activities that are already in place to strengthen our program.

Category: Continuous Improvement

Research Cited:

Activity - Arts & Humanities Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at SES make numerous Arts & Humanities related field trips throughout the school year. Some of these are: Trips to plays at The Center for Rural Development, Trips to the Russell Co. ANC to see plays, trips to Civil War Reenactments, etc.	Field Trip	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teacher Principal

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Activity - Play and Program Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SES students participate in plays at the ANC. They audition, are casted and give performances. Students also perform in many programs throughout the school year. Some of these programs include... The Veteran's Day Program and The Christmas Program. Each class performs songs, poems, dramas, dances, etc during these performances.	Extra Curricular	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teachers

Activity - Community speakers and performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community speakers, authors, artists, dancers, actors, etc. are invited into Salem Elementary for performances and presentations. Students are invited to participate in Young Artist Sales, 4-H poster contests, etc.	Community Engagement	08/10/2015	05/23/2016	\$0 - No Funding Required	Classroom Teacher Principal Family Resourc Center

Activity - Music Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend a weekly music class taught by a highly qualified music teacher. The students get 45 minutes weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0 - General Fund	Music Teacher

Activity - A&H Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at SES are placed on a program review team. Those teachers placed specifically on the A&H Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	05/23/2016	\$0 - No Funding Required	Principal Classroom Teachers, A&H Teacher Music Teacher

Activity - Arts & Humanities Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students receive weekly instruction in an Arts & Humanities class. This class is taught by a certified teacher. She teaches Art, Dance, and Drama to students. Each classroom receives 45 minutes of A&H instruction weekly.	Academic Support Program	08/10/2015	05/23/2016	\$0 - Grant Funds	Arts & Humanities Teacher

Strategy2:

Primary Program Review - We will collaborate within the school to implement new strategies on our Primary program review. We will continue to use strategies and activities that are already in place to strengthen our program

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Salem Elementary School

Activity - Primary Reading and Math Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The primary program at Salem Elementary has uninterrupted reading and math blocks daily. The reading/language arts block and math blocks are 90 minutes for reading/language arts and 90 minutes for math. No specials are scheduled until after the 90 minute reading/language arts block is complete. Each teacher makes sure that their math is not interrupted by specials and schedules for an uninterrupted 90 minute math block of time.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal Classroom Teacher Special Teachers

Activity - Common Planning Times and School/grade level PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at Salem Elementary School are involved in grade level school PLC Meetings. All teachers also have common planning times where these PLC meetings can take place.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers Principal

Activity - Literacy Centers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy Centers are incorporated into all Primary reading classroom at SES. Literacy Centers also get extra staff to help out through the use of out gym teacher, librarian, guidance counselor, etc. Students are engaged in hands on literacy activities to strengthen literacy skills.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers Specials Teachers

Strategy3:

Writing - We will collaborate within the school to implement new strategies on our Writing Program Review. We will continue to use strategies and activities that are already in place to strengthen our program reviews.

Category: Continuous Improvement

Research Cited:

Activity - Community Involvement Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in each grade level kindergarten through 5th grade write letters to the community. The focus of these letters are to thank the communities for their services to the community or letters of encouragement. For example, the third graders will be writing to nursing home residents.	Community Engagement	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers

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Activity - Writing Checklists	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing program review team created writing checklists that outline all required writing pieces to ensure all content areas are represented. Also this checklist ensures that the three types of writing: writing to learn, writing to demonstrate learning and writing to publication. are included and covered. In addition, this checklist outlines how the teachers need to work with the students on setting goals and developing scoring guides. Lastly, the checklist makes sure community stakeholders are included in the writing process.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Writing Program Review Team Classroom Teachers Writing Teachers

Activity - Writing Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will continue to write daily and write across the curriculum. Teachers have been provided writing checklists with pieces to complete and timelines. Writing is a part of every day and every subject area at Salem Elementary.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers Writing Teachers Gym Teacher Music Teacher Arts & Humanities Teacher Librarian

Activity - Writing RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
For the 2014-2015 school year, students will be receiving writing RTI. The focus of the writing RTI is to strengthen written language in our students. The Writing RTI program will work on sentence and paragraph structure.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers RTI Intervention Specialist ESS Day time Wavier Staff

Activity - Writing Program Review Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at SES are placed on a program review team. Those teachers placed specifically on the Writing Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal Writing Program Review Team Classroom Teachers

Strategy4:

Practical Living & Vocational Studies - We will collaborate within the school to implement new strategies on our Practical Living & Vocational Studies program review. We will continue to use strategies and activities that are already in place to strengthen our program.

Category: Continuous Improvement

Research Cited:

Activity - Community Speakers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community speakers, career speakers, etc. are invited into Salem Elementary for presentations. Students are invited to participate in Career Days, Farm Safety	Community Engagement	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teachers

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Activity - Practical Living Field Trips	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students at SES make numerous Practical Living/ Vocational Studies related field trips throughout the school year. Some of these are: Fish Hatchery, Pioneer Days, etc.	Field Trip	08/10/2015	06/30/2016	\$0 - No Funding Required	Classroom Teacher

Activity - Health Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attend a monthly health class taught by a highly qualified physical education teacher. The students get 30 minutes monthly. This class is in addition to regular physical education classes that all students receive twice weekly. Additional health is taught during those allotted times.	Academic Support Program	08/10/2015	05/23/2016	\$0 - General Fund	Principal Gym Teacher

Activity - Practical Living Program Review Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers at SES are placed on a program review team. Those teachers placed specifically on the Practical Living Program Review team meet regularly to discuss and work on program review requirements.	Academic Support Program	08/11/2014	06/30/2016	\$0 - No Funding Required	Principal Classroom Teachers Physical Education Teacher School Guidance Counselor

Activity - Career Cafe	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During Career Cafe, students are invited to lunch in the career cafe set up at SES. They listen to a guest speaker speak about his/her career and participate in a question/answer session as they eat lunch.	Community Engagement	08/10/2015	06/30/2016	\$0 - No Funding Required	Guidance Counselor Community Speakers

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	SES implements school-wide research based strategies through RTI. Students falling below the 25% move through the tiers and receive interventions accordingly.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	SES has a preschool program for qualifying 4 year olds. We also held a Kindergarten Day Camp and welcomed incoming kindergarten students and parents for a day of leaning about kindergarten implementation. Kindergarten readiness packets are prepared in advance and sent home with each child at kindergarten orientation. These packets have activites for parents and students to work through together to prepare students for kindergarten entry. Label Assurance R	

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	These intervention strategies are used throughout the SES RTI program. SES implements intervnetion strategies at the tier1, tier 2, and tier 3 levels to help students struggling in reading, writing, math and behavior.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	When new positions are posted, SES takes considerable time to hire the most highly qualified individual for the job.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parent Compacts and Parent Involvement Policies were distributed throughout at open house. A brief meeting was also held when the principal went over both of them in detail. A copy of both were sent home with all students at the beginning of the 2015-2016 school year for all parents to keep.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Student data at SES is studied carefully and is used to identify students needing more help to reach proficiency.	

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	SES and the Russell Co. School District is participating in the Race To the Top Grant which provides numerous professional development opportunities.	

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		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Two teachers with teaching degrees not hired yet as a teacher are hired to work with the RTI program. They provide research based interventions to students falling below the 25% in reading and math.	

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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	A copy of the Salem Elementary School CSIP is posted on the district website... www.russell.kyschools.us A copy is also provided to parents to read at Open House and a copy is given to stakeholders at a stakeholder meeting.	

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	Notes are sent home to inform parents if a substitute teacher will be in place for four or more consecutive weeks. At SES this is usually only in the event of a maternity leave or a sick leave.	

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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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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	All instructional assistants at SES work under the direct supervision of a highly qualified classroom teacher.	

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 para-educators demonstrating that the duties are on a limited basis only.	Yes		

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

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

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

The Missing Piece

Introduction

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

Stakeholders

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

2015-2016 Salem Elementary Stakeholders:

Rick Neff: local church pastor

Nick Shearer: Bank President

Janet Owens: Superior Battery (local factory)

Amy Roy: Adanta Counselor

Jennifer Hardwick: Parent/Site Base Council Member

Angie Bennett: Parent/Local Business Owner

Penny Stephens: Duo County Telephone

Michael Pierce: farmer/local firefighter

Relationship Building

Overall Rating: 3.43

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

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	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
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	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
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

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

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

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	Statement or Question	Response	Rating
3.7	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

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are 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
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 3.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School 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
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	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
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

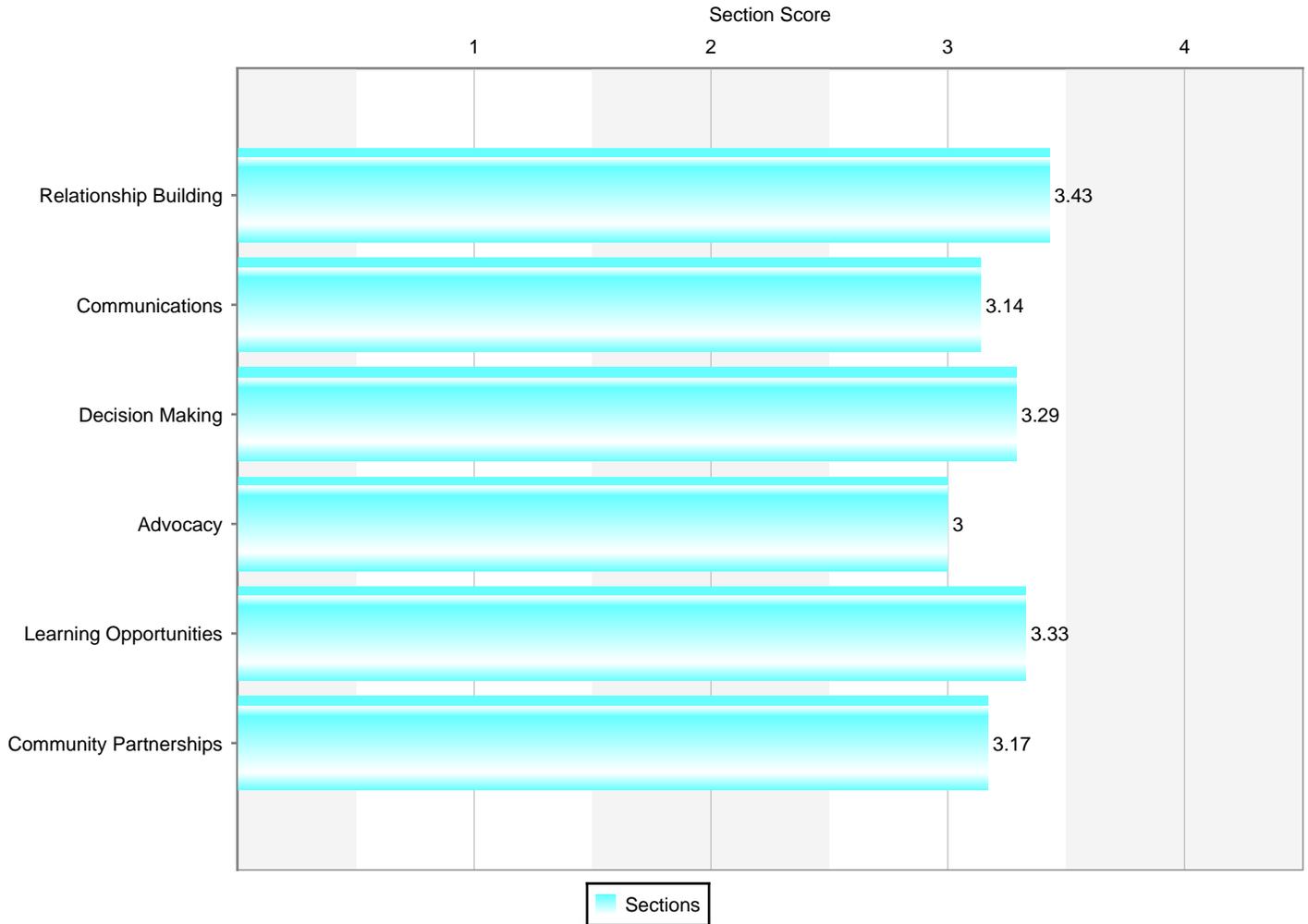
Salem Elementary's areas of strength are community and parental support. We have always prided ourselves on creating, sustaining, and encouraging a family atmosphere. Our communication with parents and community members always begins with, "SES Family," where we truly believe it is by working together that we can create success for our students. The doors to SES are opened regularly to the parents and community with great participation. Throughout the year we hold various parent and community based activities such as our annual Family Fun Walk, Grandparents luncheon, Honor's Breakfast, SES Christmas Mission Collection & Packing party, Christmas program, Literacy luncheon just to name a few. It is during those days and activities that our parent and community involvement shines. Through stakeholder support all of our students are able to attend plays at a local arts center and our school is able to pack over two hundred backpacks for a Christmas community service project. Along with that Salem is very fortunate to have such an active PTO that holds monthly meetings, prioritizes school and student needs, and is always willing to provide support in any way they can whether it be financial or participation.

It goes without saying that with such strong parent and community relationships that those would not exist if it wasn't for the open lines of communication. Regardless of who our targeted audience is at the time, we find ways to keep the communication open. At Salem we frequently utilize monthly newsletters created by the students with teacher direction, emails, phone calls, invitations, and multi-media (website, one call, etc.) This year we have increased the use of the local radio station and newspaper as a way to broaden our communication to stakeholders. It is through this communication that the parents and stakeholders are not only kept up to date on current information but it also provides them opportunities to weigh in on certain situations and aid us in the decision making. They, the parents and stakeholders, can't truly be a part of the family if not given the chance to have a say.

Although we feel as though our parent communication is tops and that we know our students well one area we need to focus on for improvement is establishing routinely set parent teacher conferences. It is perceived that because we have consistent and open communication that informal parent teacher conferences, however we recognize the need to have a set time for these. In order to accomplish this we are the process of setting aside a time for spring parent teacher conferences to be held at the school. Also, an area that we feel like we need to target is revising our policy and procedure for having parent and stakeholders in for observations. Recently our school went through an audit with the Kentucky Center for School Safety and upon completion of that we are now working towards a plan of action that will allow parent and stakeholders in our building. Before we have always operated under an open door policy and we still firmly believe in that yet with the changes in society we are just having to go about it in a different way.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

A variety of stakeholders were used in the development of the SES comprehensive school improvement plan. Stakeholders were chosen to obtain a wide sampling of the individuals from community members. Meetings were held throughout the school year to work with stakeholders on the development of the CSIP and reviewing and giving updates on the CSIP as the year progressed. Stakeholders were selected by the principal and the site base council. The principal called each one individually and informed them of their roles. Roles were also covered with the stakeholders at the first meeting. Meetings were held during the school day, but only after it was cleared with each stakeholders schedule. If meeting during the school day did not accommodate stakeholders schedules, after school or night stakeholder meetings would be scheduled to accommodate all stakeholders.

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

The following are members of stakeholders at Salem Elementary: R. Neff (local minister), Nick Shearer (Bank president), M. Pierce (farmer/firefighter), Janet Owens (Local factory secretary), Amy Roy (parent and Adanta Counselor), Jennifer Hardwick (parent/county farm extension office), Angie Bennett (parent/local business), Penny Stephens (parent and Duo-County Telephone). Their responsibilities in the stakeholder process are to contribute outside community information to the Comprehensive School Improvement Plan. By bringing the community into the CSIP it allows the school to see and hear from the community and look at needs and improvements from the eyes of the community and parents.

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

The final improvement plan was presented to stakeholders at a meeting and each stakeholder was given a copy of the CSIP for themselves. At this meeting a powerpoint presentation was given to provide all stakeholders with general background of what the CSIP is and how it works. Then they were presented with the areas of strengths and concerns as well as survey results from numerous surveys completed by parents and faculty throughout the school year. They were given an explanation of the different parts of the CSIP and provided opportunities to ask questions or give suggestions. Stakeholders are kept up to date of progress and changes on the CSIP throughout the school year.

School Safety Report

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	Our EMP was revised and updated this year including all new staff, room changes, and certifications. Once a draft of the EMP was completed the principal met with the first responders to go through it and make any necessary changes identified. The first responders, the district personnel, all faculty and staff, and principal all have a copy of the EMP. Also, this EMP was presented to the KY Center for Safe Schools as part of our audit.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Once EMP was developed it was presented at a monthly scheduled SBDM meeting where it was approved and adopted for implementation. This occurred on September 22, 2015 and is documented in our agenda and minutes.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	September 22, 2015	

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	Our school principal met with the local first responders to provide them with a copy of the EMP and the school's floor plan. After completing the meeting the principal and the first responders did a walk thru of the school.	

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	September 22, 2015	

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	August 4, 2015 ~ this was our opening day before school started on August 11th.	

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Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	At SES they reviewed it on October 21, 2015 and at the district level the first responders and law enforcement reviewed it on October 29, 2015.	

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

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 2, 2015	

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

Label	Assurance	Response	Comment	Attachment
11.	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
12.	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	All dates are on the Safety Assurance Checklist.	

Label	Assurance	Response	Comment	Attachment
13.	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	The principal must document the dates of the drills and lockdowns that take place on a Safety Assurance Checklist ~ a copy is kept at the school and one at the central office.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	A review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school through the 2015 School Report Card Equity Access Tab and TELL Survey results.	School Report Card

What are the barriers identified?

One barrier noted at Salem Elementary School is that while we as a school have 98% of teachers performing at the accomplished level (per previous administration) we still find an area of improvement within that. We feel that a barrier is the need for a mentoring program in which our new teachers are mentored and monitored past the internship year. Newly hired teachers are not adequately prepared to meet the needs of and challenges of today's classroom. This comes with experience but is still a barrier for a first year teacher. One year of Internship may not be enough for some new teachers so Salem Elementary is starting a mentoring program that will be in place for two years after the new internship is completed. This will address the barrier of a new teacher having more time to grasp the ever demanding classroom needs.

What sources of data were used to determine the barriers?

While we as a school have 98% of teachers performing at the accomplished level we still find an area of improvement within that. Data used to determine barriers was the School report Card and the TELL Survey.

What are the root causes of those identified barriers?

As a school district and a school the root causes identified for this barrier of needing a teacher mentoring program is not having a specific policy in place. We have relied on the new teacher internship program and have not addressed a policy that would reach beyond that. We plan to remedy this barrier by creating a new teacher mentoring policy that spans a total of three years for newly hired teachers.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES data shows a high percentage of teachers performing at the accomplished level. We have two new teachers that are also performing overall at the accomplished level. However, we know that new teachers do not become veteran teachers after just one year of teaching experience. Our new teacher mentoring program will address these needs and improve overall professional growth and teacher effectiveness for new teachers.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

Salem Elementary School procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students are described as follows: grade level teachers from that previous year meet with the principal and discuss placement of students into classes for the next school year. Student data from Easy CBM and Discovery Education benchmarking results are used as well as classroom teacher data. Students are given a number of 1, 2, or 3 based on academic performance, behavior, and effort. Each classroom them is assigned the same number of each group of students. No minority or low income students are ever placed specifically with inexperienced, ineffective or out-of-field teachers. Salem Elementary does not have a SBDM policy in place for student classroom placement but we are currently working on adopting a policy for this need.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Salem Elementary School uses many data sources to address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students. These data sources are EasyCBM, Discovery Education, classroom common assessments, formative and summative assessments within the classroom setting and teacher awareness. Our teachers at Salem Elementary pride themselves in knowing who their students really are and what their individual needs are. This allows our school an insight into placement of our students. Our students are loved for who they are and are in no way discriminated against.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Our school looks at the data to lead the decision making that our school needs and best benefits our students. For example, last year we had identified a huge gap with our kindergarten students and saw the need for our students to be better served. Therefore we met with the superintendent who also communicated with all of the local and surrounding counties/universities to high a new kindergarten teachers. There have been similar issues where student performance and data has shown the need for additional staffing. Our ESS wavier has been a huge part in drawing in additional personnel to target identified area for growth.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Salem Elementary works closely with Lindsey Wilson College and surrounding colleges and universities to welcome student teachers into the schools. We work closely with these student teachers to start mentoring them. When a specific teaching position becomes available we work closely by checking all references and aligning our interview questions with the need and job description. We also have received for the past two years an ESS Wavier which allows Salem Elementary to hire two interventionists which are certified teachers that have not been hired yet. We work closely with these interventionists and mentor them. This year we have had the privilege to hire an interventionist that has a degree in ESL. This has been a wonderful asset to our school.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

Salem Elementary has little to no teacher turnover. The principal is a visible presence in the classroom and the school atmosphere is exceptional. Once a teacher starts at Salem Elementary.... they finish their career at Salem Elementary. Our principal leads the school with the heart of a teacher and understands what teachers are facing in and out of the classrooms. We have a working on implementing a new teacher mentor program that lasts beyond the first year internship. A new teacher (for at least three years) is loved on and supported. Every new teacher at Salem Elementary is set up for success. Salem Elementary has a positive school climate that everyone wants to be a part of. SES teachers are supported and understood. Once you land at SES, one does not want to be anywhere else.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

First year teachers at Salem Elementary are set up for success. They go through the KY Internship Program. Through the implementation of the new teacher mentoring program, after effectively finishing the first year internship, teachers will be monitored closely through our mentoring program. This program will last for approximately three years and can be loner if needed. New and inexperienced teachers are supported through PLC meetings, daily common planning times, etc. New and inexperienced teachers are not allowed to fail at Salem Elementary. All teachers, experienced and inexperienced are set up or success at Salem Elementary.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed? Upon completing PGES evaluations, the principal holds a post observation conference with the teacher in which they discuss the ratings given and why those ratings were given. If an area falls below the accomplished score, the principal and teacher then work together to create a plan of action. The principal supports the teacher in finding resources to help target improvement for those areas. After implementation of action plan the principal can then reassess to ensure effectiveness and growth is occurring.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

How are TELL Kentucky results being addressed to increase retention and professional learning needs of staff? Salem Elementary takes great pride in our wonderful TELL Survey results. The survey results are an asset to retaining teachers and staff. Salem Elementary is a wonderful place to learn and work and everyone wants to be a part of it. TELL Survey results are distributed to teachers and staff at a faculty

meeting and discussed. Concerns are voiced and ideas for improvement are suggested as a family.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

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

Goal 1: Increase the percentage of effective principals and teachers (as measured by principal and teacher effectiveness tools) to ___ % by 2015.

Strategy 1:

Principal PGES - SES Principal will attend state or GRREC Effective Principals' PGES training to understand all components of the PGES in an effort to become

highly effective. Principal's will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by

PGES.

Category:

Activities:

Status Progress Notes Created On Created By

N/A Much more work has been started on including all teacher sin the PGES implementation. November 22, 2013 Terry Grider

N/A This goal is in progress. We had very minimal training on the PGES during the 2012-2013 school year.

September 19, 2013 Michael A Ford

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.

Status Progress Notes Created On Created By

N/A SES Principal attended state or GRREC Effective Principals' PGES trainings to understand all components of the PGES in an effort to become highly effective. Principal's will implement performance standards of the PGES to become highly effective. Principals will document and keep evidence as required by PGES.

September 19, 2013 Michael A Ford

Activity - Principal PGES Trainings Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

SES principal will attend state or GRREC Effectiveness Principals' PGES trainings to gain understanding of all components of the PGES in an effort to become highly effective.

Professional

Learning

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Goal 1: Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at 48.4%

Strategy 1:

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

Category:

Activities:

Status Progress Notes Created On Created By

N/A We are continuing to work on decreasing the achievement gap in both reading and math with those students who qualified for free & reduced lunch. This is an ongoing process for us and we are working on this goal through the various strategies/activities listed below. Some of them have been completed but several of them are still in progress currently; please see the progress notes to see more detail.

September 27, 2013 Bethany Baird

Measurable Objective 1:

48% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency in math and in English Language Arts by 05/23/2016 as measured by Unbridled Learning Formula.

Status Progress Notes Created On Created By

N/A Due to a district wide change our school no longer is using AIMS Web to benchmark and track student progress in RTI. However, we are using Discovery Education school wide to complete benchmarking and progress monitoring for the 2013-2014 school year.

October 30, 2013 Terry Grider

Activity - RTI Benchmarking and Progress Monitoring Activity Type Begin Date End Date Resource Assigned

Source Of

Funding

Staff

Responsible

Students will be progress monitored through EasyCBM to show areas of weakness. ILP's will be developed to get these students on track to proficiency.

Academic

Support

Program

08/17/2015 05/23/2016 \$0 No Funding

Required

RTI teachers

teachers

Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at

48.4%

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Status Progress Notes Created On Created By

Completed RTI benchmarking and progress monitoring was completed three time for benchmarking and periodically throughout the school year at SES. Results were used to track student progress and were shared with teachers and parents. For the 2013-2014 school year Discovery Education was used for benchmarking and EasyCBM was used for progress monitoring.

July 18, 2014 Terry Grider

Completed RTI benchmarking and progress monitoring was completed three time for benchmarking and periodically throughout the school year at SES. Results were used to track student progress and were shared with teachers and parents.

September 19, 2013 Michael A Ford

Activity - RTI Reading Interventions Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Students will receive research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.

Academic

Support

Program

08/17/2015 05/23/2016 \$0 No Funding

Required

RTI/KSI

Intervention

Specialists

Classroom

Teachers

Status Progress Notes Created On Created By

Completed Students received research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch. The Barton System was added to reading interventions for the 2013-2014 school year.

July 18, 2014 Terry Grider

In Progress SES has had Barton box 1 (phonemic segmentation). For the 2013-2014 school year we have

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added Barton Box 2 and Barton Box 3. We are in the process of purchasing and implementing the entire Barton reading intervention system.

November 22, 2013 Terry Grider

In Progress Along with the listed interventions in the activity section we have also added our new reading series, Journey's, that comes with several RTI intervention resources.

October 30, 2013 Terry Grider

Completed Students received research based reading intervention strategies in small group settings. A few of the reading interventions that will be used are Quick REads, FCRR, Sing, Spell Read and Write and Road to Reading. The students that will be targeted with these strategies will be those qualifying for RTI/KSI services, which has a large percentage of free and reduced lunch.

September 19, 2013 Michael A Ford

Activity - RTI Math Interventions Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at

48.4%

Salem Elementary School

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Strategy 2:

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

Category:

Activities:

Students will be receiving research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, ECU Math Fact Fluency and Quarter Mile Math.

Academic

Support

Program

08/24/2015 05/16/2016 \$0 No Funding

Required

RTI/KSI

Intervention

Specialists

Classroom

Teachers

Status Progress Notes Created On Created By

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Salem Elementary School

Completed Students received research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKU Math Fact Fluency and Quarter Mile Math.

July 18, 2014 Terry Grider

In Progress Along with the listed math interventions we have added Math Whizz through GRECC grant to help with math RTI resources.

October 30, 2013 Terry Grider

Completed Students received research based math intervention strategies in a small group settings from RTI/KSI Intervention Specialists. A few math interventions will consist of Number Words, Math Recovery, Add-vantage, EKU Math Fact Fluency and Quarter Mile Math.

September 19, 2013 Michael A Ford

Status Progress Notes Created On Created By

N/A Currently this year we have not yet had our Testing Analysis day. We originally had it scheduled but due to the embargo on test scores being extended it had been cancelled and has not yet been rescored.

October 30, 2013 Terry Grider

Activity - FRAA (Free Reduced Academic Awareness) Activity Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Teachers will take an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms.

By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.

Professional

Learning

08/17/2015 05/23/2016 \$0 No Funding

Required

Classroom

Teachers

Principal

Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at

48.4%

Salem Elementary School

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Strategy 3:

Small Group Instruction - Teachers will place the students into small groups and provide direct instruction based on the assessment results from the K-Prep test. This

time will provide the teachers the opportunity to target the Common Core Standards at a more intense rigorous level.

Category:

Activities:

Status Progress Notes Created On Created By

Completed Teachers took an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.

July 18, 2014 Terry Grider

Completed Teachers took an indepth analysis of the state assesment scores in order to compile a list identifying students that need additional academic support (that qualify for free and reduced lunch) within their classrooms. By doing this the teachers are raising awareness of students who need to be targeted (based on the information from K-Prep) and therefore will be able to provide direct instruction to them.

September 19, 2013 Michael A Ford

Status Progress Notes Created On Created By

N/A Small group instruction in literacy centers, math stations, art stations, and library centers are being implemented in all grade levels throughout the 2013-2014 school year.

November 22, 2013 Terry Grider

Activity - Centers Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Students will rotate through a small group instructional time in which they will receive direct instruction from the teacher. The instruction within the group will be differentiated to meet the needs of the group and will be based upon the Common Core Standards.

Direct

Instruction

08/17/2015 05/23/2016 \$0 No Funding

Required

Classroom

Teachers

Status Progress Notes Created On Created By

Completed Centers were incorporated into reading in grades k-2 for the 2013-2014 school year. July 18, 2014 Terry Grider
In Progress The students have also been placed in Math stations based on the common core standards this year. These are similiar to our reading literacy centers but are being extended to other core content areas.

October 30, 2013 Terry Grider

In Progress Students have and are currently participating in the small group centers where differentiated instruction is provided based on the students' needs. Also, the center activities are created weekly

KDE Comprehensive School Improvement Plan

Salem Elementary School

and are based on the KY Common Core Standards.

September 19, 2013 Michael A Ford

Sustain the overall percentage of Proficient and Distinguished student learners in Grades 3-5 who are identified as free/reduced in Math and Reading at

48.4%

Salem Elementary School

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Strategy 4:

Removing barriers through FRYSC, Migrant, and EL Staff - By removing barriers, FRYSC, Migrant, and EL Staff will help support the achievement of the goal that all

Activity - Before/After School Tutoring Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Students qualifying for free and reduced lunch are offered before and after school tutoring provided by a certified staff member. They will receive homework help and extra instruction in any areas of need.

Academic

Support

Program

09/07/2015 05/23/2016 \$3200 State Funds Certified Staff

Members

Status Progress Notes Created On Created By

Completed Before and After school tutoring was used a small portion for the 2013-2014 school year. After school grant money was cut and due to lack of funding this was not as effective as we would have liked.

July 18, 2014 Terry Grider

Completed The students who are identified as free and reduced are provided the opportunity to receive small group tutoring before and after school. This time can be used to help complete assignments as well as target areas of instructional weaknesses the students have.

September 19, 2013 Michael A Ford

Activity - Extended Before School Services Activity Type Begin Date End Date Resource

Assigned

Source Of

Funding

Staff

Responsible

Students qualifying for free and reduced lunch will receive extended before school services in the computer lab. There will a certified staff member present to assist the students as they use the computer for supplemental instructional activities such as Quarter Mile Math, Harcourt, That's a Fact,

and multiplication.com website.

Academic

Support

Program