



# **KDE Comprehensive School Improvement Plan**

**Jamestown Elementary School**  
**Russell County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

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

Our population is significantly at-risk as evidenced by 75.1% qualifying for free and reduced lunch and a significant number living in nontraditional homes. Currently, 21% of our students receive special education services. In addition to our regular classroom teachers, we have one full time guidance counselor, library media specialist, physical education teacher, and a Family Resource Center. JES has also encountered administrative changes during the 2015-16 school year. Scottie Weston was hired as the new assistant principal.

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

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

Our preschool numbers have increased significantly this year and due to space limitations, we have added an off-site preschool class on Tuesdays and Thursdays, to be taught by our veteran preschool teacher. A new, part-time teacher will have classes in our building on Tuesdays and Thursdays.

Besides the addition of the new part-time preschool teacher, one first grade teacher retired, as well as the head custodian. There have been no other significant changes to staff this year.

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



## School's Purpose

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

Jamestown Elementary is committed to fostering each student's individual potential and arming each student with the tools to grow and excel. We are committed to creating a culture of high expectations and challenging students everyday. This is our third year as a Leader In Me school. JES has focused on the 7 Habits, common language and lesson/activities with whole school participation. Our students have created Leadership files displaying student work, achievements and goals. We created a common vision/mission statement for our school, "Growing our Future". We sought input from teachers, staff, parents, and community stakeholders before creating a cohesive statement. Our mission as a school is to help every student grow to his/her fullest potential. We want every day of school to be a positive experience for every student. We order our priorities as a school around our common vision/mission.

All students participate in classrooms where the curriculum is presented through rigorous instruction and supplemented by standards-based programs such as GO Math and Journeys Reading. Other strategies intended to provide individualized instruction include an intensive RtI program targeting every student at Tier 1 level and specifically targeting those students who are struggling in math and reading for interventions through Tiers 2 and 3. This year we have a two-hour time block dedicated school-wide to reading, and a specific RtI focus on at-risk Kindergarten students who are not retentions or special education students. This program is seeing great progress and allows students early intervention to be on schedule for appropriate growth in reading skills. On Friday we have built time into our schedule for the PRIDE program, which enhances learning in several areas such as arts and humanities, wellness, foreign language, practical living and career studies. Morning Assembly each day has a specific learning focus for students and provides a supplement to World Languages (Spanish word of the day, for example), Arts and Humanities, Leader in Me, Wellness, and Career Focus through a quick lesson with every child in our building. We also have a Character Counts program every Friday that encourages positive character traits in every child and promotes good leadership skills for life. We believe that character development is a worthy investment of time in our children.

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

Executive Summary

Jamestown Elementary School

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## **Notable Achievements and Areas of Improvement**

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

At JES, we are always proud of our students' accomplishments. We hold award ceremonies every nine weeks to recognize student achievement with Accelerated Reader, academics, attendance, and behavior. Every year to increase math fluency, we host a Super Math Bowl for both primary and intermediate grades with great prizes for the top 12 competitors in each group. Last year, our JES Academic Team won the overall 2014-15 district title, placing third in Future Problem Solving, third in Quick Recall, and had numerous students placing in written composition and subject area tests.

Our Family Resource Center sponsors several school-wide activities each year to help our community. One activity is a coat drive where students bring in gently used coats to be donated to families in need. We also partner with WJRS, "Cram the Cruiser", and God's Food Pantry with canned food drives every year. With the food and monetary donations, meals are put together and delivered to struggling families on Christmas Eve. Our Family Resource Center also offers outstanding after school services Monday through Friday which include free healthy snacks, homework assistance, and enrichment activities.

Students have opportunities to participate in drama, choir, art, physical fitness, and youth league sports all beyond the regular school day. Two JES students won first place trophies in the 2015 County-Wide Cross Country Track meet for the finishing with the fastest times of any girl and boy in the district. Our school-wide spelling bee winner will move on to compete in the district competition.

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

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

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

program, all of which benefit every child at JES. We will focus on helping every child reach his/her full academic potential and create a deliberate and intense focus on Novice Reduction in the years ahead.

## **Additional Information**

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

At JES, we share regularly with students the value of working hard, being kind, and communicating well. We partner with community members to reinforce the message that education opens doors of opportunity for students and is valuable in a way nothing else can be to their lives. We invite community stakeholders to come and share this message and their own educational experiences with students in various formats throughout the year, and encourage parents to read to their children every day and reinforce the importance of education at home.

We also provide as many culturally diverse opportunities for students as we can throughout the year. Students visit the ANC for an afterschool play put on by their schoolmates once per year, and we invite various speakers and choose programs to support diversity and expose students to cultural activities they might not ordinarily see.

While achievement is our obvious focus, we believe in order for a child to achieve academically, he/she must first feel loved. We strive to create an atmosphere of safety, trust, and care for every child.

# **Comprehensive School Improvement Plan 2015- 2016**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 2015-2016

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math K-PREP scores for Jamestown Elementary students from 51.9% to 59.4 in 2016 and to 64.5% in 2017	Objectives: 1 Strategies: 6 Activities: 27	Organizational	\$58000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 3 Activities: 19	Organizational	\$107075
3	Continue to foster growth of principal and teacher effectiveness.	Objectives: 3 Strategies: 4 Activities: 9	Organizational	\$2200
4	To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$100
5	JES will prepare students in grades Pre-K through Grade 3 to be on target with grade level readiness.	Objectives: 1 Strategies: 4 Activities: 10	Academic	\$17800
6	All grade levels will integrate Program Review requirements into their curriculum across all content areas.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
7	Jamestown Elementary School will reduce the overall combined reading and math Novice 10% by May 2016.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$23900

## Goal 1: Increase the average combined reading and math K-PREP scores for Jamestown Elementary students from 51.9% to 59.4 in 2016 and to 64.5% in 2017

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Continuous Improvement

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

Activity - Math Bowl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/04/2016	04/01/2016	\$1800	School Council Funds	Teachers

Status	Progress Notes	Created On	Created By
Completed	JES Math Bowl was held on Friday, April 3rd, 2015. 12 primary students and 12 intermediate students received honors/awards for their accomplishments.	May 29, 2015	Ms. Lori I Loy
Completed	On March 28, 2013, all students who qualified for the Super Math Bowl were assembled in the gym where parents were invited to watch as the students competed for prizes and recognition in primary and intermediate grades with basic addition/subtraction and multiplication fluency or fast fact recall.	April 15, 2013	Ms. Lori I Loy

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Activity - Afterschool Math Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts and application of skills.	Tutoring	09/07/2015	05/31/2016	\$3600	State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Status	Progress Notes	Created On	Created By
Completed	Multiplication Math Labs were held after school on Mondays and Wednesday during the months of February and March.	May 29, 2015	Ms. Lori I Loy
Completed	Students were referred to after school math labs to work specifically on fluency with math facts. Our Math Lab program ran 2 days per week from Monday January 28 through Wednesday March 27, 2013.	April 15, 2013	Ms. Lori I Loy

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal Teachers RTI Staff

Status	Progress Notes	Created On	Created By
Completed	Students received math RTI consistently all year to increase math fact fluency and problem solving skills.	May 29, 2015	Ms. Lori I Loy
In Progress	Students have pulled consistently all year long for small groups during RTI to focus on math fact fluency.	April 15, 2013	Ms. Lori I Loy

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

Students will receive extra instruction from highly qualified instructors to help develop a stronger number sense and master math facts.	Direct Instruction	08/11/2015	05/31/2016	\$3600	State Funds	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal
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Status	Progress Notes	Created On	Created By
Completed	Students received math RTI services through funding made available using our ESS daytime waiver funding.	May 29, 2015	Ms. Lori I Loy

Activity - On-Line Math Fluency Resource Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max and Study Island which are paid through school funds, and IXL math.	Academic Support Program	08/11/2015	05/31/2016	\$2700	State Funds	Classroom Teacher RTI Staff

Status	Progress Notes	Created On	Created By
In Progress	Students will continue to have access to online math resources such as IXL, Moby Max, Go Math, etc. throughout the summer to keep their math skills sharp.	May 29, 2015	Ms. Lori I Loy

Activity - Math Fact Party	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program	08/11/2015	05/31/2016	\$375	School Council Funds	Teachers Principal

Status	Progress Notes	Created On	Created By
Completed	Students in grade 3-5 completed multiplication fact quizzes and were rewarded as they advanced on to the next level.	May 29, 2015	Ms. Lori I Loy

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Activity - Flash Back Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers in 4th and 5th grade completed quizzes on multiplication facts on Fridays to track progress through all 12 levels/tables.	May 31, 2015	Ms. Lori I Loy

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GRREC instructional specialists will continue to provide support to math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning	08/11/2015	05/31/2016	\$1200	Title I Part A	Teachers GRREC Instructional Specialists Principals

Status	Progress Notes	Created On	Created By
Completed	JES math teachers met with math specialists from GRREC to learn new techniques and strategies.	May 31, 2015	Ms. Lori I Loy

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will attend training in conceptual building learning as provided through GRREC.	Academic Support Program	08/11/2015	05/31/2016	\$2000	Title I Part A	Math Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers completed math training provided by GRREC to improve teaching techniques.	May 31, 2015	Ms. Lori I Loy

**Strategy 2:**

SY 2015-2016

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

Category: Learning Systems

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

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2015	05/31/2016	\$1710	State Funds	Math Teachers

Status	Progress Notes	Created On	Created By
Completed	Students in grades 3-5 were assessed multiple times throughout the year to determine individual growth and grade equivalency in mathematics.	May 31, 2015	Ms. Lori I Loy
In Progress	All students in grades 3-6 have been assessed multiple times throughout the school year to determine growth and grade equivalency in mathematics.	April 16, 2013	Ms. Lori I Loy

Activity - Go Math - Online	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Math Teachers

Status	Progress Notes	Created On	Created By
In Progress	Go Math-Online is a researched based curriculum program that we have available to enhance the learning opportunities in math.	May 31, 2015	Ms. Lori I Loy

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/11/2015	05/31/2016	\$355	State Funds	Teachers
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Status	Progress Notes	Created On	Created By
In Progress	Students continue to utilize the web-based program, Study Island, to reinforce the Common Core Standards and strengthen foundational math skills.	May 31, 2015	Ms. Lori I Loy

Activity - Math Vocabulary Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Math Teachers

Status	Progress Notes	Created On	Created By
Completed	Students strengthened their understanding of math concepts through vocabulary development.	May 31, 2015	Ms. Lori I Loy

Activity - CRA Method	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2015	05/31/2016	\$1500	Title I Part A, State Funds	Math Teachers

Status	Progress Notes	Created On	Created By
Completed	GRREC Math Consultants provided training for our teachers to help students with various mathematical concepts.	May 31, 2015	Ms. Lori I Loy

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction	08/11/2015	05/31/2016	\$4500	Title I Part A	ESS Daytime Waiver - hired highly qualified substitute teachers ESS Coordinator RTI Coordinator Principal
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Status	Progress Notes	Created On	Created By
In Progress	Students received math RTI services through funding made available using our ESS daytime waiver funding.	May 31, 2015	Ms. Lori I Loy

### Strategy 3:

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

Category: Continuous Improvement

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

Activity - Quick Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Reading Teachers

Status	Progress Notes	Created On	Created By
Completed	Students improved overall fluency and comprehension through oral quick reads.	May 31, 2015	Ms. Lori I Loy

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Activity - Cold Reads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Reading Teachers

Status	Progress Notes	Created On	Created By
Completed	Students were assessed using unfamiliar, 1 minute passages.	May 31, 2015	Ms. Lori I Loy

Activity - Star Reading Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$1300	State Funds	Homeroom Teachers

Status	Progress Notes	Created On	Created By
Completed	Students took the STAR Reading test multiple times during throughout the year to track individual growth.	May 31, 2015	Ms. Lori I Loy
N/A	Students will continue to take the STAR reading test multiple times throughout the year to provide evidence of growth.	September 27, 2013	Ms. Lori I Loy

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Donnie Wilkerson

Status	Progress Notes	Created On	Created By
Completed	Teachers taught test taking strategies for answering multiple choice questions.	May 31, 2015	Ms. Lori I Loy
In Progress	Teachers and students will continue to receive test taking strategies for answering multiple choice questions.	September 27, 2013	Ms. Lori I Loy

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Activity - Visualizing and Verbalizing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Rtl and Special Education staff

Status	Progress Notes	Created On	Created By
In Progress	Students continue to receive enrichment with the development of concept imagery and expression of both oral and written language.	May 31, 2015	Ms. Lori I Loy

Activity - Barton's Reading & Spelling Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program	08/11/2015	05/31/2016	\$3600	Title I Part A	Rtl staff and Special Education teachers

Status	Progress Notes	Created On	Created By
Completed	Students learned to use context clues and inferencing to increase reading comprehension through the use of 6 iPads.	May 31, 2015	Ms. Lori I Loy

Activity - Cold Reads for Comprehension	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Students read unfamiliar, untimed passages and answered comprehension questions.	May 31, 2015	Ms. Lori I Loy

Activity - Journeys Write in Readers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	RTI staff
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Status	Progress Notes	Created On	Created By
Completed	Teachers utilized the supplemental materials from the reading series to help students learn how to break reading passages down and formulate questions about what they read.	May 31, 2015	Ms. Lori I Loy

Activity - Highly Qualified Sub-Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES will hire three highly qualified sub-teachers to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction	08/11/2015	05/31/2016	\$23000	Title I Part A	Principals RTI Staff Interventionist

Status	Progress Notes	Created On	Created By
Completed	JES hired a highly qualified sub-teacher to provide reading interventions.	May 31, 2015	Ms. Lori I Loy

### Strategy 4:

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

Category: Continuous Improvement

Activity - K-2 and 3-5 Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Regular education and Special Education teachers; Elementary Curriculum Coordinator

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
Completed	K-5 teachers administered common assessments to help guide classroom instruction and to help target weak areas to be revisited before K-PREP and Stanford 10 testing.	May 31, 2015	Ms. Lori I Loy

**Strategy 5:**

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

Category: Continuous Improvement

Activity - Discovery Education/Easy CBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$4960	General Fund, State Funds, School Council Funds, Title I Part A	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

Status	Progress Notes	Created On	Created By
Completed	K-2 students were assessed using the Easy CBM assessment; 3-5 were assessed using Discovery Education Benchmark testing. Students were placed in instructional small groups according to results/growth.	May 31, 2015	Ms. Lori I Loy

**Strategy 6:**

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

Category: Continuous Improvement

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
N/A	Through our kid-Friendly grant, students were taught ways to become more responsible for their own personalized learning.	May 31, 2015	Ms. Lori I Loy

Activity - kid-Friendly Communities of Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES chose three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/31/2016	\$1800	GRECC Race to the Top	COP teachers Principal kid-Friendly Staff

Status	Progress Notes	Created On	Created By
In Progress	JES Teacher Leaders utilize and strengthen the three domains...Student Empowerment, Real World Application, and Digital Natives. Cognitive coaches helped our teachers learn appropriate ways to better personalize learning.	May 31, 2015	Ms. Lori I Loy

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

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9 to 59.4 by 05/31/2016 as measured by K-Prep.

**Strategy 1:**

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

Category: Learning Systems

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

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - ESS/21st Century Before & After School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	08/11/2015	05/31/2016	\$63000	Grant Funds, State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Status	Progress Notes	Created On	Created By
Completed	Students were given the opportunity to participate in after school services Monday through Thursday each week to receive homework assistance, enrichment activities, and small group instruction.	May 31, 2015	Ms. Lori I Loy
Completed	Students were given the opportunity to participate in after school services Monday through Thursday each week to receive homework assistance, enrichment activities, and small group instruction.	May 31, 2015	Ms. Lori I Loy
In Progress	Students also are targeted for RTI services during the afterschool setting in an individual and group setting.	September 22, 2014	Ms. Lori I Loy
In Progress	Students participate in after school where they receive homework assistance, enrichment activities, and small group instruction by grade level. Students also receive a free healthy snack and milk/juice each day.	April 15, 2013	Ms. Lori I Loy

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
In Progress		May 31, 2015	Ms. Lori I Loy
In Progress	Teachers use gender specific research based strategies to help all students learn and be successful academically.	April 15, 2013	Ms. Lori I Loy

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise. Students are also recognized for exceptional behavior and good citizenship daily with Golden Tickets and shoutouts.	Behavioral Support Program	08/11/2015	05/31/2016	\$5000	School Council Funds	Teachers, Principal
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Status	Progress Notes	Created On	Created By
In Progress		May 31, 2015	Ms. Lori I Loy
In Progress	JES continues to recognize student achievement through 9 weeks award ceremonies, AR points, reading goals, KPREP awards, and class awards and recognition.	September 23, 2014	Ms. Lori I Loy
In Progress	Students are recognized with certificates, ribbons, and pencils at each 9 weeks awards ceremony where all parents are invited to attend. Also, our students are monitored for good faith effort during common assessments and state assessments and treated with a reward trip for their hard work and motivation to succeed.	April 15, 2013	Ms. Lori I Loy

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 1-5 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2015	05/31/2016	\$500	School Council Funds	Teachers, Principal, Counselor, Librarian

Status	Progress Notes	Created On	Created By
In Progress	Students in grades 3-5 will continue to set reading goals to increase their reading fluency and comprehension.	May 31, 2015	Ms. Lori I Loy
In Progress	All students in grades 3-6 have individual reading goals that are monitored 4 times per year by Star Reading. The intent of the reading goal program is to stretch every student's lexile level in order to improve readability, fluency, and overall comprehension.	April 15, 2013	Ms. Lori I Loy

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II four days a week, Monday-Thursday, and Tier III five days a week, Monday-Friday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a highly qualified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	08/11/2015	05/31/2016	\$13175	State Funds	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal
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Status	Progress Notes	Created On	Created By
Completed	JES hired an ESS Daytime Intervention teacher to provide additional reading and math enrichment through interventions for students in Tier II and III, four days a week, Monday-Thursday. Student progress was monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	May 31, 2015	Ms. Lori I Loy

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/11/2015	05/31/2016	\$0	General Fund	Principal, RTI teachers, regular classroom teachers

Status	Progress Notes	Created On	Created By
Completed	JES used Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from these assessments determined individual and group RTI placements.	May 31, 2015	Ms. Lori I Loy

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, FRYSC Coordinator, Counselor

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
Completed	JES conducted monthly parent/family nights, where teachers provided homework/lesson/content guidance and resources were made available to parents.	May 31, 2015	Ms. Lori I Loy
Completed	JES conducted monthly parent/family nights, where teachers provided homework/lesson/content guidance and resources were made available to parents.	May 31, 2015	Ms. Lori I Loy

Activity - Multiple Choice Clicker Systems	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PTO will purchase 3 clicker systems (by E-Instruction). The clicker systems are used for multiple choice questions and allow teachers to have immediate assessment data to help determine student mastery of content as well as determine the need for remediation of content.	Academic Support Program	01/04/2016	05/31/2016	\$2400	School Council Funds	Teachers Principal

## Strategy 2:

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

Category: Continuous Improvement

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

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers

Status	Progress Notes	Created On	Created By
In Progress	JES teachers continue to be a part of the TPGES and will continue to be evaluated on professional growth and effectiveness through each school year.	May 31, 2015	Ms. Lori I Loy
In Progress	All JES teachers are a part of the TPGES and will be evaluated on professional growth and effectiveness through the year. All teachers have a copy of the detailed evaluation schedule.	September 23, 2014	Ms. Lori I Loy
In Progress	Three JES teachers were a part of this TPGES pilot program. The TPGES program will be in effect for all teachers in the 2013-2014 school year.	April 15, 2013	Ms. Lori I Loy

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet in PLCs weekly grade level, with principal regularly, and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	Teachers met in weekly PLCs in specific content/grade areas to collaborate, plan, and share ideas to enhance student achievement.	May 31, 2015	Ms. Lori I Loy
In Progress	All JES teachers continue to meet in PLCs every Friday while students participate in Character Counts. PLCs are used for common core alignment, program reviews, data analysis, RTI progress, and The Leader in Me.	September 23, 2014	Ms. Lori I Loy
In Progress	JES teachers meet in PLCs weekly on Fridays during Character Counts. All teachers are also meeting at the district level PLCs on a quarterly basis.	April 15, 2013	Ms. Lori I Loy

Activity - Continued use and revision of ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use, update, and revise common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$2000	Title I Part A	Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers are continuing to develop common English/Language Arts/Math assessments district-wide for students in grades K-5.	May 31, 2015	Ms. Lori I Loy
In Progress	Teachers continue to use ELA/Math common assessments across the district. Data from the assessments is used to drive instruction and to identify student priority needs for RTI services.	September 23, 2014	Ms. Lori I Loy
Completed	All primary, ELA, and math teachers met multiple times during PLCs to develop district wide common assessments to show mastery of specific common core standards. These assessments are administered every 9 weeks.	April 15, 2013	Ms. Lori I Loy

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal
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Status	Progress Notes	Created On	Created By
In Progress	JES teachers continue to strengthen the rigor of the instruction and the intent of the assessments which measure mastery of common core standards.	September 23, 2014	Ms. Lori I Loy
In Progress	Teachers are continually focusing on the rigor and revising their assessments in the classroom in order to help students master the common core standards. This direct focus stems from PLC discussions, data analysis, and standards based learning.	April 15, 2013	Ms. Lori I Loy

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are using standards based grading practices to assess the mastery of Common Core Standards.	Policy and Process	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
Completed	K-2 teachers used standards based grading to assess the mastery of Common Core Standards in their classrooms and reflected on their grade cards.	May 31, 2015	Ms. Lori I Loy
In Progress	Teachers in grades K-2 continue to use standards based grading to monitor mastery of common core standards.	September 23, 2014	Ms. Lori I Loy
In Progress	K-2 teachers use standards based grading for their assessments and for their grade cards to report progress to parents. Much of this data is directly related to the common core assessments given each 9 weeks.	April 15, 2013	Ms. Lori I Loy

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Status	Progress Notes	Created On	Created By
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## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

In Progress	Teachers will continue having access to the KET Teacher Network. This wealth of resources enhance teacher instruction and student learning.	May 31, 2015	Ms. Lori I Loy
In Progress	Teachers continue to use the KET - Teacher Network as a resource to improve teaching and learning in their classrooms.	September 23, 2014	Ms. Lori I Loy
In Progress	All teachers have access and are utilizing the KET teacher network for resources to enhance learning in the classroom.	April 15, 2013	Ms. Lori I Loy

### Strategy 3:

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

Category: Professional Learning & Support

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

Activity - Increase Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase collaboration time in daily school schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

Status	Progress Notes	Created On	Created By
In Progress	JES Principal and our RC District Special Education Director met to review schedules in order to best provide maximum time for collaboration in core content classes.	June 01, 2015	Ms. Lori I Loy

Activity - Use of Research Based Teaching Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Continue use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	08/11/2015	05/31/2016	\$19000	Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator
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Status	Progress Notes	Created On	Created By
Completed	Training (Linda Mood Bell) for all special education teachers and regular education teachers who teach reading and math was provided through our district.	June 01, 2015	Ms. Lori I Loy

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will implement strategies learned from previous training provided by GRREC (Nancy Houston - CBB, Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners), and Linda Mood Bell (visualizing/verbalizing, and On Cloud 9 Math).	Professional Learning	08/11/2015	05/31/2016	\$1800	Race to the Top	Teachers, Principal, Special Education Coordinator

Status	Progress Notes	Created On	Created By
Completed	Special education teachers participated in the "Building Self-Reliant Learners" Professional Development sponsored by Kid-Friendly grant.	June 01, 2015	Ms. Lori I Loy

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Time will be provided in the school schedule for PLCs for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students. Special education teachers also plan/create and structure/modify lessons for collaboration and resource time with students.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Special Education teachers Teachers Principal

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
In Progress	JES will continue to provide time in the school schedule for weekly PLCs for special education teachers to plan, monitor, and design special instruction for their students.	June 01, 2015	Ms. Lori I Loy

Activity - Writing PD with District Curriculum Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular teachers and Special Education teachers who collaborate together will attend a PD regarding developing writing skills and the school wide protocol.	Professional Learning	01/07/2016	05/31/2016	\$200	IDEA	Teachers Special Education Teachers Principal District Curriculum Coach

Status	Progress Notes	Created On	Created By
Completed	JES teachers attended a GRREC PD regarding collaboration in writing.	June 01, 2015	Ms. Lori I Loy

**Goal 3: Continue to foster growth of principal and teacher effectiveness.****Measurable Objective 1:**

demonstrate a behavior to continue highly effective principal status by 05/20/2016 as measured by the Principal Professional Growth and Evaluation System.

**Strategy 1:**

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

Category: Principal PGES

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - PPGES Trainings/Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES Principals will attend state or GRREC Effective Principals' PGES trainings/Teachscape as available to deepen understanding of all components of the PGES in an effort to increase highly effective status.	Professional Learning	08/11/2015	05/31/2016	\$100	Title II Part A	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
Completed	JES Principal attended state and GRREC Effective Principals' PGES trainings to become a highly effective principal.	June 01, 2015	Ms. Lori I Loy
In Progress	Principal is meeting with teachers during PLC's and planning time to clarify all purposes of PGES.	September 27, 2013	Ms. Lori I Loy

Activity - Highly Effective Principal Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
JES Principals will implement performance standards of the PGES to increase highly effective status. They will document and keep evidence as required by PGES.	Professional Learning	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Assistant Principal

Status	Progress Notes	Created On	Created By
In Progress	JES Principal will continue to implement performance standards of the PGES to become highly effective and will document evidence as required.	June 01, 2015	Ms. Lori I Loy

Activity - Scott Trimble Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Counselor will attend the annual Scott Trimble Workshop in Louisville on October 19-20, 2015 to gain knowledge of effective teacher and principal practices, as well as the most recent changes/updates to the Spring 2016 KPREP assessment.	Professional Learning	10/19/2015	10/20/2015	\$1000	Title I Part A	Principal Counselor

### Measurable Objective 2:

demonstrate a behavior to achieve and grow highly effective teachers by 05/31/2016 as measured by the Teacher Professional Growth and Evaluation System.

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

## Strategy 1:

TPGES Trainings/Implementation - Teachers will implement PGES highly effective teachers standards in the classroom. Principal will evaluate and provide guidance to teachers for attainment of highly effective standards.

Category: Teacher PGES

Activity - Highly Effective Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in district/school/regional/GRREC TPGES trainings as available in an effort to achieve and maintain highly effective PGES standards.	Professional Learning	08/11/2015	05/31/2016	\$1000	Title II Part A	Principal Teachers District PGES Coordinator District PD Coordinator GRREC

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to participate in on-line and district/school/regional/ trainings in order to meet PGES standards.	June 01, 2015	Ms. Lori I Loy
In Progress	Selected teachers will receive PD training in TPGES and will share highly effective teaching strategies with other teachers.	September 27, 2013	Ms. Lori I Loy

Activity - Highly Effective Teacher Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers continue to gain new knowledge about the framework and TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	All Teachers Principal

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to follow the framework by implementing highly effective PGES practices and will keep documentation/evidence as required.	June 01, 2015	Ms. Lori I Loy
In Progress	We are a pilot school for the state's implementation of TPGES.	September 27, 2013	Ms. Lori I Loy

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Evaluating and Guiding Teachers to be Highly Effective	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of TPGES, the school principal will evaluate, provide guidance to and support teachers to become highly effective educators.	Policy and Process	08/11/2015	05/31/2016	\$0	No Funding Required	Principal

Status	Progress Notes	Created On	Created By
In Progress	The school principal will continue to evaluate, provide guidance to and support teachers to become highly effective educators by following the TPGES framework.	June 01, 2015	Ms. Lori I Loy

### Strategy 2:

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

Principal will meet often with teachers in PLCs to examine data, discuss effective practices based on TPGES, and focus on school-wide goals.

Category: Professional Learning & Support

Research Cited: Research Based

Activity - Identifying student groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers

Status	Progress Notes	Created On	Created By
Completed	Students were identified by data analysis to determine small group and individualized instruction for classroom, RTI, and after school assistance.	June 01, 2015	Ms. Lori I Loy

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers and paraprofessionals.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal, Teachers
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Status	Progress Notes	Created On	Created By
Completed	Teachers differentiated instruction through a variety of computer programs, hands on materials, leveled readers, small groups, partner activities, and one on one time with teachers.	June 01, 2015	Ms. Lori I Loy

### Measurable Objective 3:

collaborate to increase effectiveness of OPGES staff - Other Professionals Growth and Effectiveness System by 05/31/2016 as measured by the Other Professionals Growth and Effectiveness System.

### Strategy 1:

OPGES Implementation - "Other" Professionals will receive training on OPGES. Staff included in the OPGES are Library Media Specialist, Guidance Counselor Observation, Instructional Specialist, Library Media Specialist, Psychologist, Therapeutic Specialist. During District PLCs OPGES participants share new knowledge gained from trainings and share materials/resources with other staff.

Category: Professional Learning & Support

Activity - OPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive/attend training through GRREC, State, and/or District about OPGES during the 2015-2016 school year. They will share and serve as a resource for "Other" professionals that were not in the pilot last year.	Professional Learning	08/11/2015	05/31/2016	\$100	Title II Part A	OPGES staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue receiving training through GRREC, State, and/or District regarding OPGES during the 2014-2015 school year. During the 2015-16 school year, OPGES will be used to monitor and evaluates the "other" professionals in our building.	June 01, 2015	Ms. Lori I Loy

## Goal 4: To build a school culture which influences the ways people think, feel, and act that leads to student learning and job fulfillment.

### Measurable Objective 1:

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

### Strategy 1:

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

Category: Stakeholder Engagement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal and Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers use PLC time to strengthen working relationships.	June 01, 2015	Ms. Lori I Loy
In Progress	Teachers at JES meet weekly for PLC time with their colleagues to discuss curriculum, common core standards, and plan.	April 15, 2013	Ms. Lori I Loy

Activity - Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills and providing support to one another.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
In Progress	Teachers use common planning to produce common desired results through improving professional skills.	June 01, 2015	Ms. Lori I Loy
In Progress	Teachers utilize the common planning time to develop lessons, assessments and track student progress.	April 15, 2013	Ms. Lori I Loy

Activity - Shared Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principal Fun Czars

Status	Progress Notes	Created On	Created By
In Progress	Faculty and staff shared monthly meals together to celebrate staff birthdays and acknowledge/validate their dedication and commitment to the students, school and each other.	June 01, 2015	Ms. Lori I Loy
In Progress	JES teachers are shown appreciation for their hard work and dedication throughout the year through goodie tables, potlucks, and special catered meals. During these shared times, teachers build stronger professional relationships with their colleagues.	April 15, 2013	Ms. Lori I Loy

Activity - JES School Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff help organize "fun" cultural activities, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principal Teachers Staff Counselor

Status	Progress Notes	Created On	Created By
In Progress	Teacher members of the Lighthouse Team will continue to organize "fun" cultural activities for teachers and assist with special events at school.	June 01, 2015	Ms. Lori I Loy

Activity - Bi-annual teacher surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Twice each school year, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other	08/11/2015	05/31/2016	\$0	No Funding Required	Principal
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Status	Progress Notes	Created On	Created By
In Progress	Teachers have the option of completing culture surveys and offering suggestions for improving the culture at our school.	June 01, 2015	Ms. Lori I Loy

Activity - Positive Behavior Interventions & Support System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ky-CID program of behavioral supports was implemented at the beginning of the school year in August 2015. School-wide expectations were developed and a system of tracking behavior incidents is in place.	Behavioral Support Program	08/10/2015	06/01/2016	\$0	No Funding Required	Principal Assistant Principal Teachers Ky-CID Personnel

Status	Progress Notes	Created On	Created By
In Progress	Our JES PBIS team has met and determined the layout of the JES PBIS program of behavioral supports which will begin in August 2015.	June 01, 2015	Ms. Lori I Loy

### Strategy 2:

Continuous Implementation of School Safety - School safety continues to be a concentrated focus at JES.

Category: Management Systems

Activity - Afternoon Pickup Procedure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff continues to use a student numbering system to assist students into cars during afternoon pickup time; Kentucky Center for School Safety provided a Safe Schools assessment in the Fall of 2014 and changes to ensure safety were implemented immediately. Changes have proven very efficient and effective in promoting school safety.	Policy and Process	08/11/2015	05/31/2016	\$100	School Council Funds	All Staff, principals

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Status	Progress Notes	Created On	Created By
In Progress	Our student numbering system will continue to assist our teachers helping students into cars during afternoon pickup time.	June 01, 2015	Ms. Lori I Loy

Activity - PRIDE/Character Counts Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive direct instruction regarding bullying awareness/prevention, response, and reporting. Students also receive direct instruction regarding building and maintaining healthy relationships, character education, internet safety/stranger danger, and career education. There is an emphasis on personal responsibility, health and wellness, and concern for others/community service.	Behavioral Support Program, Policy and Process, Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	PE Teacher Counselor Librarian

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

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 05/31/2016 as measured by all available assessment data related to specific grades.

**Strategy 1:**

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

Category: Continuous Improvement

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

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive. Students in Preschool are also given the Batelle Developmental Inventory twice a year to measure growth and development.	Academic Support Program	08/24/2015	05/31/2016	\$500	State Funds	Preschool Teacher Preschool Director
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Status	Progress Notes	Created On	Created By
Completed	Preschool students were given the GOLD online assessment 2 times this year.	June 01, 2015	Ms. Lori I Loy

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/11/2015	09/15/2015	\$500	State Funds	Kindergarten Teachers

Status	Progress Notes	Created On	Created By
Completed	Students entering kingergarten for the first time will take the BRIGANCE screening to check for readiness.	June 01, 2015	Ms. Lori I Loy

Activity - STANFORD 10 Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2016 to measure their growth and progress in all subject areas.	Academic Support Program	04/18/2016	04/29/2016	\$5000	Title I Part A	K-2 Teachers Principal Counselor Special Education Teachers

Status	Progress Notes	Created On	Created By
Completed	K-2 students were given the Stanford 10 assessment in the spring of 2015.	June 01, 2015	Ms. Lori I Loy

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - DISCOVERY ED Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2015	05/31/2016	\$3800	Title I Part A	All K-5 Teachers RTI Coordinator

Status	Progress Notes	Created On	Created By
Completed	Students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual math/reading progress.	June 01, 2015	Ms. Lori I Loy
Completed	Students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual math/reading progress.	June 01, 2015	Ms. Lori I Loy

### Strategy 2:

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

Category: Early Learning

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Books will be purchased and meals and/or refreshments for the families will be provided.	Parent Involvement	08/11/2015	05/31/2016	\$1000	GRECC Race to the Top	Principal Teachers Counselor FRYSC

Status	Progress Notes	Created On	Created By
In Progress	JES will continue to host "family night" events with dinner being served. Parents will have the opportunity to participate in workshops with their children.	June 01, 2015	Ms. Lori I Loy

### Strategy 3:

Promoting Grade Level Readiness - Students will have opportunities to attend summer school and kindergarten camp. Qualified volunteers will be available to read with beginning readers. RTI Interventionists will work with struggling students to bring them to grade level. Through specific homework and parent communication, teachers and parent will collaboratively work to increase grade level readiness.

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Category: Continuous Improvement

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten parents and students will attend 4 day Kindergarten Camp. Students will have the opportunity to simulate a typical kindergarten daily schedule. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will attend a make-it, take-it workshop, and accessed an online portal to learn ways to help prepare their children for kindergarten.	Parent Involvement	06/15/2015	06/18/2015	\$1000	FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

Status	Progress Notes	Created On	Created By
In Progress	Kindergarten students will attend Kindergarten Camp (third full week in June)!	June 01, 2015	Ms. Lori I Loy

Activity - Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through data analysis and referral, students were given the opportunity to participate in a summer school program. Every Tuesday and Thursday evening from 5:00-7:00 p.m., student attended small group sessions at JES to strengthen academic skills in reading and math. Also, students had the opportunity to attend a county-wide, 2 week summer school program during the day from 8:00-12:00 at RSES.	Academic Support Program	06/08/2015	07/30/2015	\$2000	FRYSC	FRC Director Teachers

Activity - Volunteer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District qualified volunteers read to beginning readers in grades K-1.	Parent Involvement, Community Engagement	09/07/2015	05/31/2016	\$0	No Funding Required	Principal Teachers FRC PTO

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Activity - RTI Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI Interventionists provide targeted, individualized reading support for qualifying students.	Academic Support Program	08/11/2015	05/31/2016	\$2500	Other	District RTI Coordinator RTI Staff Principal

**Strategy 4:**

Writing Focus - PLCs and consultation with the District Curriculum/Writing Coach and other professional learning opportunities will provide teachers with new methods and strategies to improve the overall writing program at Jamestown Elementary.

Category: Professional Learning & Support

Activity - Writing Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will seek professional learning opportunities in Writing (Sylvia Abell, Tonya Rexroat, GRREC) to help increase our writing performance.	Professional Learning	08/11/2015	05/31/2016	\$1500	Title I Schoolwide	Teachers Principal District Curriculum Coach Instructional Supervisor

Status	Progress Notes	Created On	Created By
Completed	Meeting/trainings with KDE/GRREC/Sylvia Abell helped to increase our writing performance.	June 01, 2015	Ms. Lori I Loy

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

**Measurable Objective 1:**

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

### Strategy 1:

Strengthening Program Reviews - Students will actively engage in specific content learning and applications across the curriculum to strengthen program reviews in Practical Living/Career Studies, Arts & Humanities, Primary, and Writing. However, we are currently in the process of developing a Global Competency/World Language Program at our school (Spanish language/vocabulary development).

Category: Continuous Improvement

Activity - PRIDE Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All JES students will participate in PRIDE on Fridays for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Global Competency.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Beckie Godby Lori Loy Brett Blankenship

Status	Progress Notes	Created On	Created By
In Progress	JES students will continue to participate in PRIDE every Wednesday for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Writing.	June 01, 2015	Ms. Lori I Loy

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers Principal

Status	Progress Notes	Created On	Created By
In Progress	Teachers will continue to participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing.	June 01, 2015	Ms. Lori I Loy

## Goal 7: Jamestown Elementary School will reduce the overall combined reading and math Novice 10% by May 2016.

### Measurable Objective 1:

collaborate to reduce the percentage of students scoring Novice in Reading by 1.8% by 05/20/2016 as measured by 2016 KPREP scores.

### Strategy 1:

Improve Individual Reading Ability - A variety of materials, programs, and strategies will be used to increase students' overall reading ability.

Category: Continuous Improvement

Activity - Reading Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with teachers to set and reach individualized reading goals each nine week grading period. Goals will be tracked using Star Reading and Accelerated Reading Programs.	Academic Support Program	08/11/2015	05/31/2016	\$2925	Other	Teachers, Librarian

Activity - Read Alouds/Think Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are provided opportunities to read aloud a variety of genres followed by open class discussion to assure understanding.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Students will work in small groups or one-on-one to increase their reading lexiles and ability to answer grade level comprehension questions.	Direct Instruction	08/11/2015	05/31/2016	\$13175	State Funds	ESS Daytime Waiver - three highly effective substitutes with specific training ESS Coordinator Rtl Coordinator, Rtl teacher Principal
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Activity - Barton's Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Barton's is a research-based program designed to improve reading skills in students and is completed in a one-on-one setting four times per week.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Rtl Coordinator, Special Education teachers, Principal

Activity - Visualizing and Verbalizing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Visualizing and Verbalizing is a research-based program written by Linda Mood Bell to promote comprehension skills in students.	Direct Instruction	08/11/2015	05/31/2016	\$0	No Funding Required	Special Education teachers

Activity - Student Improvement Focus Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use assessment data to target Novice students and provide specific individualized interventions as needed.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal

**Measurable Objective 2:**

collaborate to reduce the percentage of students scoring Novice in Math by 1.4% by 05/31/2016 as measured by 2016 KPREP scores.

**Strategy 1:**

Improve Individual Math Skills & Application - A variety of research based strategies, programs, and materials will be used to improve individual math skills and application abilities.

Category: Continuous Improvement

Activity - RTI Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work in small focus groups on fluency with math facts, numeracy, and application of skills.	Academic Support Program	08/11/2015	05/31/2016	\$0	No Funding Required	Principal Teachers RTI Staff

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive extra instruction from highly qualified instructors to help students develop a deeper number sense and also strengthen fluency and application of skills.	Direct Instruction	08/11/2015	05/31/2016	\$3600	State Funds	ESS Daytime Waiver - highly qualified teachers ESS Coordinator RTI Coordinator Principal

Activity - On-Line Math Fluency Resource Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

Students will have access to a variety of on-line math fluency programs, including but not limited to Go Math Online, Moby Max, Study Island, and IXL.	Academic Support Program	08/11/2015	05/31/2016	\$2700	State Funds	Classroom Teachers RTI Staff
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Activity - After School Math Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers refer students to the ESS afterschool program where they receive small group assistance and fluency with math facts, as well as a deeper understanding of application to real world math problems.	Tutoring	08/11/2015	05/31/2016	\$1500	State Funds	ESS Coordinator Teachers ESS Teachers and Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing PD with District Curriculum Coach	Regular teachers and Special Education teachers who collaborate together will attend a PD regarding developing writing skills and the school wide protocol.	Professional Learning	01/07/2016	05/31/2016	\$200	Teachers Special Education Teachers Principal District Curriculum Coach
<b>Total</b>					\$200	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS/21st Century Before & After School	Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	08/11/2015	05/31/2016	\$60000	Jan Brumley, Sherry Coffey, Lori Loy
Use of Research Based Teaching Materials	Continue use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	08/11/2015	05/31/2016	\$19000	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator
<b>Total</b>					\$79000	

### School Council Funds

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

Jamestown Elementary School

Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$200	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers
Math Fact Party	Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program	08/11/2015	05/31/2016	\$375	Teachers Principal
Math Bowl	Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/04/2016	04/01/2016	\$1800	Teachers
Goal Setting/Motivation	Students in grades 1-5 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2015	05/31/2016	\$500	Teachers, Principal, Counselor, Librarian
Reward System/Motivation	All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise. Students are also recognized for exceptional behavior and good citizenship daily with Golden Tickets and shoutouts.	Behavioral Support Program	08/11/2015	05/31/2016	\$5000	Teachers, Principal
Multiple Choice Clicker Systems	PTO will purchase 3 clicker systems (by E-Instruction). The clicker systems are used for multiple choice questions and allow teachers to have immediate assessment data to help determine student mastery of content as well as determine the need for remediation of content.	Academic Support Program	01/04/2016	05/31/2016	\$2400	Teachers Principal
Afternoon Pickup Procedure	School staff continues to use a student numbering system to assist students into cars during afternoon pickup time; Kentucky Center for School Safety provided a Safe Schools assessment in the Fall of 2014 and changes to ensure safety were implemented immediately. Changes have proven very efficient and effective in promoting school safety.	Policy and Process	08/11/2015	05/31/2016	\$100	All Staff, principals
<b>Total</b>					<b>\$10375</b>	

## No Funding Required

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

Jamestown Elementary School

Bi-annual teacher surveys	Twice each school year, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other	08/11/2015	05/31/2016	\$0	Principal
Highly Effective Teacher Practices	As teachers continue to gain new knowledge about the framework and TPGES, they will implement highly effective PGES practices and keep documentation and evidence as required.	Direct Instruction	08/11/2015	05/31/2016	\$0	All Teachers Principal
Visualizing and Verbalizing	Visualizing and Verbalizing is a research-based program written by Linda Mood Bell to promote comprehension skills in students.	Direct Instruction	08/11/2015	05/31/2016	\$0	Special Education teachers
Shared Celebrations	Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party.	Other	08/11/2015	05/31/2016	\$0	Principal Fun Czars
Identifying student groups	Students will be identified by ongoing data analysis which will provide the basis for small group and individualized instruction.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Teachers
Journeys Write in Readers	Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program	08/11/2015	05/31/2016	\$0	RTI staff
Go Math - Online	Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/11/2015	05/31/2016	\$0	Math Teachers
Professional Learning Communities	Time will be provided in the school schedule for PLCs for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students. Special education teachers also plan/create and structure/modify lessons for collaboration and resource time with students.	Academic Support Program	08/11/2015	05/31/2016	\$0	Special Education teachers Teachers Principal
Increase Collaboration	Increase collaboration time in daily school schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	08/11/2015	05/31/2016	\$0	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator
Flash Back Reviews	4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Professional Learning Communities	Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/11/2015	05/31/2016	\$0	Principal and Teachers
Student Improvement Focus Groups	Teachers will use assessment data to target Novice students and provide specific individualized interventions as needed.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers, Principal
Test Taking Strategies	Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	08/11/2015	05/31/2016	\$0	Donnie Wilkerson
Positive Behavior Interventions & Support System	Ky-CID program of behavioral supports was implemented at the beginning of the school year in August 2015. School-wide expectations were developed and a system of tracking behavior incidents is in place.	Behavioral Support Program	08/10/2015	06/01/2016	\$0	Principal Assistant Principal Teachers Ky-CID Personnel
Highly Effective Principal Practices	JES Principals will implement performance standards of the PGES to increase highly effective status. They will document and keep evidence as required by PGES.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal, Assistant Principal
Visualizing and Verbalizing	Research based program to be used in small group settings to apply concept imagery to the comprehension and expression of both oral and written language as well as the development of critical thinking skills.	Academic Support Program	08/11/2015	05/31/2016	\$0	Rtl and Special Education staff
Standards Based Grading	Teachers are using standards based grading practices to assess the mastery of Common Core Standards.	Policy and Process	08/11/2015	05/31/2016	\$0	Teachers
PRIDE/Character Counts Program	Students receive direct instruction regarding bullying awareness/prevention, response, and reporting. Students also receive direct instruction regarding building and maintaining healthy relationships, character education, internet safety/stranger danger, and career education. There is an emphasis on personal responsibility, health and wellness, and concern for others/community service.	Behavioral Support Program, Policy and Process, Direct Instruction	08/11/2015	05/31/2016	\$0	PE Teacher Counselor Librarian
Differentiated Learning	Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2015	05/31/2016	\$0	Teachers
Evaluating and Guiding Teachers to be Highly Effective	Through the use of TPGES, the school principal will evaluate, provide guidance to and support teachers to become highly effective educators.	Policy and Process	08/11/2015	05/31/2016	\$0	Principal
Differentiated Instruction	Teachers will differentiate instruction for individual students based on data analysis using a variety of computer programs, hands on materials, leveled readers, small group or partner activities and one on one time with teachers and paraprofessionals.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, Teachers
Math Vocabulary Development	Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/11/2015	05/31/2016	\$0	Math Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

PLCs	Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers Principal
Quick Reads	Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0	Reading Teachers
KET - Teacher Network	All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers
Cold Reads for Comprehension	Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers
K-2 and 3-5 Assessments	K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction	08/11/2015	05/31/2016	\$0	Regular education and Special Education teachers; Elementary Curriculum Coordinator
Volunteer Program	District qualified volunteers read to beginning readers in grades K-1.	Parent Involvement, Community Engagement	09/07/2015	05/31/2016	\$0	Principal Teachers FRC PTO
Parent Involvement	During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers, Principal, FRYSC Coordinator, Counselor
PRIDE Program	All JES students will participate in PRIDE on Fridays for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Global Competency.	Academic Support Program	08/11/2015	05/31/2016	\$0	Beckie Godby Lori Loy Brett Blankenship
JES School Support	Teachers and staff help organize "fun" cultural activities, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other	08/11/2015	05/31/2016	\$0	Principal Teachers Staff Counselor
Strengthening Assessments & Rigor	Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/11/2015	05/31/2016	\$0	Teachers, Principal
Professional Learning Communities	Teachers meet in PLCs weekly grade level, with principal regularly, and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/11/2015	05/31/2016	\$0	Teachers

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

RTI Math	Students work in small focus groups on fluency with math facts, numeracy, and application of skills.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal Teachers RTI Staff
Common Planning	Through common planning teachers work toward producing a common desired result through improving their professional skills and providing support to one another.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers
Teacher Professional Growth and Effectiveness Framework (PILOT)	Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/11/2015	05/31/2016	\$0	Principal, Teachers
RTI Math	Students work in small focus groups on fluency with math facts.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal Teachers RTI Staff
Barton's Reading Program	Barton's is a research-based program designed to improve reading skills in students and is completed in a one-on-one setting four times per week.	Direct Instruction	08/11/2015	05/31/2016	\$0	Rtl Coordinator, Special Education teachers, Principal
Cold Reads	Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program	08/11/2015	05/31/2016	\$0	Reading Teachers
Read Alouds/Think Alouds	Students are provided opportunities to read aloud a variety of genres followed by open class discussion to assure understanding.	Academic Support Program	08/11/2015	05/31/2016	\$0	Teachers
<b>Total</b>					<b>\$0</b>	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Benchmark Assessments	JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/11/2015	05/31/2016	\$0	Principal, RTI teachers, regular classroom teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$1900	RTI Interventionist s, Assistants, Daytime Waiver Teachers, Classroom Teachers
<b>Total</b>					<b>\$1900</b>	

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conceptual Building Blocks	Math teachers will attend training in conceptual building learning as provided through GRREC.	Academic Support Program	08/11/2015	05/31/2016	\$2000	Math Teachers
DISCOVERY ED Assessments	All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2015	05/31/2016	\$3800	All K-5 Teachers RTI Coordinator
STANFORD 10 Assessment	All students in grades K-2 will take the Stanford 10 assessment in the spring of 2016 to measure their growth and progress in all subject areas.	Academic Support Program	04/18/2016	04/29/2016	\$5000	K-2 Teachers Principal Counselor Special Education Teachers
ESS Daytime Intervention	Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction	08/11/2015	05/31/2016	\$4500	ESS Daytime Waiver - hired highly qualified substitute teachers ESS Coordinator RTI Coordinator Principal
CRA Method	With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2015	05/31/2016	\$750	Math Teachers
Barton's Reading & Spelling Program	Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program	08/11/2015	05/31/2016	\$3600	Rtl staff and Special Education teachers
Scott Trimble Workshop	Principal and Counselor will attend the annual Scott Trimble Workshop in Louisville on October 19-20, 2015 to gain knowledge of effective teacher and principal practices, as well as the most recent changes/updates to the Spring 2016 KPREP assessment.	Professional Learning	10/19/2015	10/20/2015	\$1000	Principal Counselor
Highly Qualified Sub-Teacher	JES will hire three highly qualified sub-teachers to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction	08/11/2015	05/31/2016	\$23000	Principals RTI Staff Interventionist

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

CCSS and CRA	GRREC instructional specialists will continue to provide support to math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning	08/11/2015	05/31/2016	\$1200	Teachers GRREC Instructional Specialists Principals
Continued use and revision of ELA/Math Common Assessments	Teachers will use, update, and revise common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$2000	Teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$1900	RTI Interventionist s, Assistants, Daytime Waiver Teachers, Classroom Teachers
<b>Total</b>					<b>\$48750</b>	

## Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Highly Effective Teacher Training	Teachers will participate in district/school/regional/GRREC TPGES trainings as available in an effort to achieve and maintain highly effective PGES standards.	Professional Learning	08/11/2015	05/31/2016	\$1000	Principal Teachers District PGES Coordinator District PD Coordinator GRREC
OPGES Training	Teachers will receive/attend training through GRREC, State, and/or District about OPGES during the 2015-2016 school year. They will share and serve as a resource for "Other" professionals that were not in the pilot last year.	Professional Learning	08/11/2015	05/31/2016	\$100	OPGES staff
PPGES Trainings/Implementation	JES Principals will attend state or GRREC Effective Principals' PGES trainings/Teachscape as available to deepen understanding of all components of the PGES in an effort to increase highly effective status.	Professional Learning	08/11/2015	05/31/2016	\$100	Principal, Assistant Principal
<b>Total</b>					<b>\$1200</b>	

## State Funds

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

Jamestown Elementary School

Star Reading Test	Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$1300	Homeroom Teachers
GOLD Teaching Strategies/Assessment	Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive. Students in Preschool are also given the Batelle Developmental Inventory twice a year to measure growth and development.	Academic Support Program	08/24/2015	05/31/2016	\$500	Preschool Teacher Preschool Director
Afterschool Math Labs	Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts and application of skills.	Tutoring	09/07/2015	05/31/2016	\$3600	ESS Coordinator Teachers ESS Teachers and Staff
After School Math Labs	Teachers refer students to the ESS afterschool program where they receive small group assistance and fluency with math facts, as well as a deeper understanding of application to real world math problems.	Tutoring	08/11/2015	05/31/2016	\$1500	ESS Coordinator Teachers ESS Teachers and Staff
BRIGANCE Assessment	All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/11/2015	09/15/2015	\$500	Kindergarten Teachers
ESS Daytime Intervention	The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II four days a week, Monday-Thursday, and Tier III five days a week, Monday-Friday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a highly qualified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	08/11/2015	05/31/2016	\$13175	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal
On-Line Math Fluency Resource Program	Students will have access to a variety of on-line math fluency programs, including but not limited to Go Math Online, Moby Max, Study Island, and IXL.	Academic Support Program	08/11/2015	05/31/2016	\$2700	Classroom Teachers RTI Staff
Study Island	Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/11/2015	05/31/2016	\$355	Teachers
ESS/21st Century Before & After School	Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	08/11/2015	05/31/2016	\$3000	Jan Brumley, Sherry Coffey, Lori Loy

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

On-Line Math Fluency Resource Programs	Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max and Study Island which are paid through school funds, and IXL math.	Academic Support Program	08/11/2015	05/31/2016	\$2700	Classroom Teacher RTI Staff
ESS Daytime Intervention	Students will receive extra instruction from highly qualified instructors to help students develop a deeper number sense and also strengthen fluency and application of skills.	Direct Instruction	08/11/2015	05/31/2016	\$3600	ESS Daytime Waiver - highly qualified teachers ESS Coordinator RTI Coordinator Principal
ESS Daytime Intervention	Students will work in small groups or one-on-one to increase their reading lexiles and ability to answer grade level comprehension questions.	Direct Instruction	08/11/2015	05/31/2016	\$13175	ESS Daytime Waiver - three highly effective substitutes with specific training ESS Coordinator Rtl Coordinator, Rtl teacher Principal
CRA Method	With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2015	05/31/2016	\$750	Math Teachers
Star Math	Students in grades 3-5 are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2015	05/31/2016	\$1710	Math Teachers
Discovery Education/Easy CBM	K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$960	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

ESS Daytime Intervention	Students will receive extra instruction from highly qualified instructors to help develop a stronger number sense and master math facts.	Direct Instruction	08/11/2015	05/31/2016	\$3600	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal
<b>Total</b>					\$53125	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI Support	RTI Interventionists provide targeted, individualized reading support for qualifying students.	Academic Support Program	08/11/2015	05/31/2016	\$2500	District RTI Coordinator RTI Staff Principal
Reading Goals	Students will work with teachers to set and reach individualized reading goals each nine week grading period. Goals will be tracked using Star Reading and Accelerated Reading Programs.	Academic Support Program	08/11/2015	05/31/2016	\$2925	Teachers, Librarian
<b>Total</b>					\$5425	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Workshops	Teachers will seek professional learning opportunities in Writing (Sylvia Abell, Tonya Rexroat, GRREC) to help increase our writing performance.	Professional Learning	08/11/2015	05/31/2016	\$1500	Teachers Principal District Curriculum Coach Instructional Supervisor
<b>Total</b>					\$1500	

### Race to the Top

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

Jamestown Elementary School

Professional Development	Special education teachers will implement strategies learned from previous training provided by GRREC (Nancy Houston - CBB, Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners), and Linda Mood Bell (visualizing/verbalizing, and On Cloud 9 Math).	Professional Learning	08/11/2015	05/31/2016	\$1800	Teachers, Principal, Special Education Coordinator
<b>Total</b>					<b>\$1800</b>	

### FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer School	Through data analysis and referral, students were given the opportunity to participate in a summer school program. Every Tuesday and Thursday evening from 5:00-7:00 p.m., student attended small group sessions at JES to strengthen academic skills in reading and math. Also, students had the opportunity to attend a county-wide, 2 week summer school program during the day from 8:00-12:00 at RSES.	Academic Support Program	06/08/2015	07/30/2015	\$2000	FRC Director Teachers
Kindergarten Camp	Kindergarten parents and students will attend 4 day Kindergarten Camp. Students will have the opportunity to simulate a typical kindergarten daily schedule. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will attend a make-it, take-it workshop, and accessed an online portal to learn ways to help prepare their children for kindergarten.	Parent Involvement	06/15/2015	06/18/2015	\$1000	FRYSC, Principal, Counselor, Kindergarten Teachers
<b>Total</b>					<b>\$3000</b>	

### GRECC Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Nights	Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Books will be purchased and meals and/or refreshments for the families will be provided.	Parent Involvement	08/11/2015	05/31/2016	\$1000	Principal Teachers Counselor FRYSC
kid-Friendly Communities of Practice	JES chose three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/31/2016	\$1800	COP teachers Principal kid-Friendly Staff
<b>Total</b>					<b>\$2800</b>	

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

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

**\* HOW DO WE COMPARE TO THE DISTRICT IN TERMS OF KPREP PERFORMANCE?**

JES scored 52.4% P/D in Reading, just BELOW the district average of 53.2%, and BELOW the state average of 54.2%.

JES scored 50.5% P/D in Math, ABOVE the district average of 47.1%, and ABOVE the state average of 48.8%.

JES scored 63.5% P/D in Social Studies, ABOVE the district average of 62.9%, and ABOVE the state average of 60.6%.

JES scored 39.7% P/D in Writing, WELL BELOW the district average of 50.7%, and BELOW the state average of 50.8%.

Overall, JES is meeting or exceeding district and state performance in two areas. Reading is just below the district and state and Writing needs significant improvement.

Students scoring NOVICE comprised 14% of our overall Reading score and 18% of our overall Math score. Novice reduction efforts are addressed specifically in our CSIP goals and plans.

Program Review scores were varied; Arts and Humanities and Writing were Needs Improvement, while PL/CS and Primary were Proficient.

**\* DID WE MEET OUR DELIVERY TARGETS (GOALS) FOR THE 2014-15 SCHOOL YEAR AS MEASURED BY THE KPREP?**

Combined Reading and Math: NO (Target 54.4, Actual 51.9)

Reading: NO (Target 58.7, Actual 53.6)

Math: YES (Target 50.1, Actual 50.2)

**\* WHAT CONTENT AREAS ARE OUR FOCUS?**

We will continue to focus on increasing achievement in every content area, but our main focus will continue to be reading, closely followed by math. Research supports the idea that if one reads well, it improves skills in all content areas, and that is what our students need. Our RTI program is very strong: two full time teachers devote 100% of their instructional time to RTI and all grade levels, and we have ESS Daytime Waiver money to support three highly qualified substitute teachers as well. We anticipate that the additional focus on RTI will help students gain the reading and math skills they are lacking, thus enabling them to increase their knowledge overall and score higher on the KPREP at the end of the year. Several math programs are in place to offer assistance in building targeted skills for students. We will continue using IXL (a research based web program) which assesses students' math abilities, creates skill practice, tracks individual progress, and allows students to advance at an individual pace. In addition to RTI interventionists, our District Curriculum Coach (paid through Title I) will be utilized regularly to assist reading teachers to strengthen instruction at every level.

Another focus this year will be writing. Our District Curriculum Coach (paid through Title I) is helping our writing teachers develop continuity  
SY 2015-2016

of method and instruction to improve achievement. One teacher in 2nd and 3rd grade devotes 100% of her time to building skills in writing. By providing a strong foundation through exposure and continuity of approach, we hope to increase writing achievement.

Finally we will work to reduce Novice in all areas. Intentional data analysis will identify specific students near the next level and targeted interventions will be provided to students on an individual basis.

### \* ARE OUR STUDENTS SHOWING GROWTH?

We have seen growth as measured by the KPREP over the past three years. Combined P/D for reading and math increased from 44.4% in 2012-13 to 50.7% in 2013-14 and again to 51.95 in 2014-15. Our overall KPREP score after KDE's reconfiguration, moved from 68.4 in 2013-14 to 67.7 in 2014-15. Even with a slight decline, we maintained our Proficient School status.

According to the Brigance assessment, 77 students entered kindergarten this year; of those, 66.2% tested NOT READY, or lacking essential skills to be ready for kindergarten. This is not a new trend, nor do we expect it to change in years to come. According to Stanford 10 data, K students tested in April 2015, showed K.6 in reading, K.9 in math, and overall score of K.7. While the Stanford 10 shows where students end K, it is difficult to measure a student's true growth during the K year since there is no baseline data comparable to the Stanford 10.

Our students demonstrate growth as measured by the Stanford 10 data. Students leaving Kindergarten in 2014 were at K.8 in reading and 1.3 in math; the same students leaving first grade in 2015 were at 2.0 in reading and 2.4 in math. Growth is consistent and sustained overall.

### \* WHAT ARE WORKING CONDITIONS THAT SHOULD REMAIN THE SAME OR BE ALTERED IN OUR SCHOOL TO PROMOTE GROWTH?

According to the TELL 2015 Survey, 93.9% of teachers felt that JES is a good place to work and learn. Ideally, this number would be 100%, and efforts to create and maintain a strong culture are ongoing. The implementation of a new PBIS system helps teachers and students monitor and track behavior, and allows everyone to be clear on expectations for behavior and conduct. Monthly celebrations help recognize teachers and provide a supportive and caring environment for teachers and paraprofessionals to work in. Overall, the results of the TELL 2015 Survey were very high, and we believe this positive culture helps us to recruit and retain highly qualified teachers in our building.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

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

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

Student growth is definitely a strength at JES. Growth contributed strongly to our overall Proficient status on the KY School Report Card. Student growth on the May 2015 KPREP assessment showed that 44.7% of students grades 3-5 showed expected or higher growth in reading performance; 72.0% in Math; and 58.4% in Combined reading and math. This growth is positive overall, and especially so for math. There was an intentional focus on goal-setting with students regarding reading in grades 2-5 and we feel that helped students to be personally accountable and invested in their growth. During our After School program teachers referred targeted students for Math labs focused on fact fluency and problem solving application; we feel this contributed positively to our math growth overall. Intentional focus at every grade level on concrete math strategies has helped to increase students' conceptual understanding and increase achievement. To sustain this growth, all of the above strategies will be used again. In addition, we will also provide Math and Reading Family Nights to inform/train parents as to their students' learning goals and strategies for help at home.

Overall, students scoring Proficient increased in every area, and students scoring P/D increased in every area except Reading. We did however reduce Novice slightly in Reading and significantly in Social Studies. With our strategic efforts toward Novice Reduction, this year we expect a reduction in students scoring Novice in every area.

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

Attendance continues to be an overall strength for JES with our average for the last five years over 95%. At our 9 weeks Academic Celebrations, students are recognized for perfect attendance and class averages by grade level are recognized and awarded. Good attendance is encouraged daily in our school and is linked to strong student performance.

## **Opportunities for Improvement**

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

#1 We will improve readiness for Kindergarten students.

Working in conjunction with the Family Resource Center, we develop summer programs to determine and improve readiness for kindergarten. We plan preschool and kindergarten "camps" on several occasions prior to the beginning of school to assist parents and students in essential skills and the transition to school. We provide resources to partner with parents to develop skills in the home in an attempt to increase readiness for kindergarten. We host a summer school program to reinforce, maintain and develop skills among students at every grade level, keep them involved in school culture and provide hot, nutritious meals.

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

#3 Targeted and specific PD and teacher effectiveness improvement strategies. PGES data will be utilized to help improve teacher effectiveness and support will be offered by administration and district personnel to include the Instructional Supervisor, PGES Coach and the Curriculum Coach. By strengthening teaching methods, intentional focus on higher order thinking, increased rigor, and incorporating innovative teaching strategies, we will provide students with strong instruction and support for learning.

#4 We will reduce the number of students, including special education students scoring novice on the KPREP to address our gap. Our fifth grade has the largest special education population, with 33.3% of them scoring Novice in reading and 37.5% scoring Novice in math. Our fifth grade had the largest regular education population scoring Novice in reading at 14.2% , while fourth grade had the largest regular education population scoring Novice in math at 10.3%. We will focus on those students specifically by increasing collaboration time in the classroom, by offering intense interventions, and by careful progress monitoring and targeted, research-based instruction.

#5 Administrators will communicate clearly and regularly with parents to build relationships and promote parent involvement. Principals will send home a monthly newsletter with a calendar attached and will continue to give regular reminder calls through school messenger to encourage parent involvement.

#6 Program review areas will be strengthened by intentional focus, PLCs throughout they year to plan, progress monitor, and amend, and by administrative support. At a staff meeting on Test Analysis day, we reviewed the PR scores and developed specific plans for what could be done differently to improve the scores. Periodically, we will review our progress toward those goals.

## **Conclusion**

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

- \* Provide Rtl to at-risk K students to develop strong basic skills as students learn to read.
- \* Provide Rtl to at-risk students with specific interventions at every Tier to improve students' reading skills.
- \* Continue to provide and protect time in our daily schedule to read; encourage reading school-wide through a variety of programs, activities, and recognition/rewards.
- \* Through the use of a volunteer program, provide every first grade student with more exposure to reading.
- \* Invite stakeholders to come into classrooms as guest speakers to provide real-world connections and reinforce the importance of reading.
- \* Continue with the concrete learning approach to math, which builds conceptual understanding as it seems to be working.
- \* Review lesson plans to ensure rigor and higher order thinking activities, differentiation, and congruency with the standards.
- \* Meet with teachers during PLC times to provide appropriate support for instruction.
- \* Use data available to target students' specific educational needs, particularly those who are near the next performance level and with targeted intervention, could move up. Provide appropriate interventions. Update regularly.
- \* Continue with our intentional focus on Program Review to enhance instruction.
- \* Continue to provide PTO parent nights to get parents involved and train them on content, strategies, and materials used in the classrooms daily for reading and math.
- \* Continue use of research-based programs to help enhance reading and math skills.
- \* Provide time for Writing PLCs with the District Curriculum Coach across grade levels to coordinate our method and instruction.

# **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:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Stakeholder Engagement

Research Cited:

Activity - Bi-annual teacher surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Twice each school year, teachers will have the option to complete a culture survey and offer suggestions for improving the culture at our school. Survey results will be confidential and seen only by administration.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the use of PLC time, collegial relationships will be validated through the support of working together which builds a sense of family and belonging.	Behavioral Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal and Teachers

Activity - Shared Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Faculty and staff will share a monthly meal together to celebrate birthdays and acknowledge/validate their dedication and commitment to the students, school and each other. A cake is provided for all staff members to enjoy. At Christmas, we will have a meal and a party.	Other	08/11/2015	05/31/2016	\$1800 - Other	Principal Fun Czars

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - JES School Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff help organize "fun" cultural activities, help with events at school such as parent involvement nights, programs, and motivating students to be involved and productive.	Other	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal Teachers Staff Counselor

Activity - Common Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through common planning teachers work toward producing a common desired result through improving their professional skills and providing support to one another.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Positive Behavior Interventions & Support System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ky-CID program of behavioral supports was implemented at the beginning of the school year in August 2015. School-wide expectations were developed and a system of tracking behavior incidents is in place.	Behavioral Support Program	08/10/2015	06/01/2016	\$0 - No Funding Required	Principal Assistant Principal Teachers Ky-CID Personnel

## Strategy2:

Continuous Implementation of School Safety - School safety continues to be a concentrated focus at JES.

Category: Management Systems

Research Cited:

Activity - Afternoon Pickup Procedure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff continues to use a student numbering system to assist students into cars during afternoon pickup time; Kentucky Center for School Safety provided a Safe Schools assessment in the Fall of 2014 and changes to ensure safety were implemented immediately. Changes have proven very efficient and effective in promoting school safety.	Policy and Process	08/11/2015	05/31/2016	\$100 - General Fund	All Staff, principals

Activity - PRIDE/Character Counts Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students receive direct instruction regarding bullying awareness/prevention, response, and reporting. Students also receive direct instruction regarding building and maintaining healthy relationships, character education, internet safety/stranger danger, and career education. There is an emphasis on personal responsibility, health and wellness, and concern for others/community service.	Policy and Process Behavioral Support Program Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	PE Teacher Counselor Librarian

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

## Goal 1:

Increase the average combined reading and math K-PREP scores for Jamestown Elementary students from 51.9% to 59.4 in 2016 and to 64.5% in 2017

## Measurable Objective 1:

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

## Strategy1:

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

Category: Continuous Improvement

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

Activity - Math Bowl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students compete with basic facts (addition/subtraction-grades 1 & 2 and multiplication-grades 3-5) in preliminary classroom rounds leading up to the school wide competition for prizes and recognition.	Community Engagement	01/04/2016	04/01/2016	\$1800 - School Council Funds	Teachers

Activity - CCSS and CRA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GRREC instructional specialists will continue to provide support to math teachers over the course of the year to build teachers capability in utilizing the CRA method.	Professional Learning	08/11/2015	05/31/2016	\$1200 - GRECC Race to the Top	Teachers GRREC Instructional Specialists Principals

Activity - Math Fact Party	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students take a weekly math fact quiz. When they reach mastery of the facts through 12, they are rewarded by having a Math Fact Party.	Academic Support Program	08/11/2015	05/31/2016	\$500 - School Council Funds	Teachers Principal

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Jamestown Elementary School

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive extra instruction from highly qualified instructors to help develop a stronger number sense and master math facts.	Direct Instruction	08/11/2015	05/31/2016	\$4500 - State Funds	ESS Daytime Waiver - hired certified teacher ESS Coordinator RTI Coordinator Principal

Activity - On-Line Math Fluency Resource Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to a variety of on-line math fluency programs...including but not limited to Go Math which was included with the purchase of the math series, Moby Max and Study Island which are paid through school funds, and IXL math.	Academic Support Program	08/11/2015	05/31/2016	\$2700 - GRECC Race to the Top \$79 - School Council Funds	Classroom Teacher RTI Staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will attend training in conceptual building learning as provided through GRREC.	Academic Support Program	08/11/2015	05/31/2016	\$2000 - Title I Part A	Math Teachers

Activity - Afterschool Math Labs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers refer students to the ESS afterschool program where they will work to gain stronger fluency of basic math facts.	Tutoring	09/07/2015	05/31/2016	\$1500 - State Funds	ESS Coordinator Teachers ESS Teachers and Staff

Activity - Flash Back Reviews	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th grade teachers prepare a comprehensive review of each weeks standards. This encourages students to reinforce and retain skills learned the previous week.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - RTI Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students work in small focus groups on fluency with math facts.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal Teachers RTI Staff

## Strategy2:

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

Category: Learning Systems

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

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island is a web based program aligned with the Common Core Standards to help strengthen basic math foundational skills and develop real life application for our students.	Academic Support Program	08/11/2015	05/31/2016	\$355 - State Funds	Teachers

Activity - Math Vocabulary Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop and use math vocabulary and recognize key words for operations.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Math Teachers

Activity - Go Math - Online	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Go Math series offers an online resource for parents and students to access at home and school for activities that reinforce math concepts and daily lessons.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Math Teachers

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work in small groups or one-on-one to develop strategies and recognize key vocabulary words to help them solve real life math problems.	Direct Instruction	08/11/2015	05/31/2016	\$4500 - Title I Part A	ESS Daytime Waiver - hired highly qualified substitute teachers ESS Coordinator RTI Coordinator Principal

Activity - Star Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 are assessed at least 3 times per year to determine individual growth throughout the school year.	Academic Support Program	08/11/2015	05/31/2016	\$1900 - General Fund \$1900 - Title I Part A	Math Teachers

Activity - CRA Method	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
With assistance from GRREC Math Consultants teachers will learn strategies that will help students develop a deep understanding of mathematical concepts in numbers and fractions.	Professional Learning	08/11/2015	05/31/2016	\$750 - State Funds \$750 - Title I Part A	Math Teachers

### Strategy3:

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

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Discovery Education/Easy CBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 students will be administered the Easy CBM assessment; 3-5 will be administered the Discovery Education Benchmark test three times per year (fall, winter, spring). This information is used to place students in the correct instructional group.	Academic Support Program	08/11/2015	05/31/2016	\$1900 - Title I Part A \$768 - District Funding \$1900 - General Fund \$200 - School Council Funds	RTI Interventionists, Assistants, Daytime Waiver Teachers, Classroom Teachers

## Strategy4:

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

Category: Continuous Improvement

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

Activity - Cold Reads for Comprehension	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an unfamiliar passage focused on the skills taught that week; untimed and questions will relate to comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Journeys Write in Readers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Supplemental material to the reading series which offers additional support to students by breaking down reading passages into smaller steps and encourages students to ask questions while they read.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	RTI staff

Activity - Star Reading Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the Star Reading Assessment a minimum of 3 times throughout the school year to track individual progress in fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$1300 - State Funds	Homeroom Teachers

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

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Activity - Barton's Reading & Spelling Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Helps students develop skills in using context clues and inferencing to increase reading comprehension. 6 iPads were purchased for students to help with the use of this on-line program these programs.	Academic Support Program	08/11/2015	05/31/2016	\$3600 - Title I Part A	Rtl staff and Special Education teachers

Activity - Cold Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given 1 minute to read an unfamiliar passage to assess fluency.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Reading Teachers

Activity - Test Taking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive instruction on how to analyze multiple choice questions, weed out answer choices, and pace themselves throughout the completion of the assessment.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Donnie Wilkerson

Activity - Highly Qualified Sub-Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will hire three highly qualified sub-teachers to provide one on one and small group reading interventions who fall below state benchmark.	Direct Instruction	08/11/2015	05/31/2016	\$8500 - Title I Part A	Principals RTI Staff Interventionalist

Activity - Quick Reads	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students read a passage multiple times to improve overall fluency and comprehension.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Reading Teachers

## Strategy5:

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

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - kid-Friendly Communities of Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will choose a minimum of three Teacher Leaders to represent the three domains...Student Empowerment, Real World Application, and Digital Natives. Teacher Leaders will participate in 5 face to face learning forums per year. Cognitive Coaches will come to the school to visit and work with the teachers on how to better personalize learning.	Professional Learning	08/11/2014	05/31/2016	\$750 - Title I Part A \$8000 - GRECC Race to the Top	COP teachers Principal kid-Friendly Staff

## Strategy6:

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

Category: Continuous Improvement

Research Cited:

Activity - K-2 and 3-5 Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 assessments are based on K-2 standards that are targeted for mastery each nine weeks. 3-5 assessments are based on reading and math standards taught throughout the year.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Regular education and Special Education teachers; Elementary Curriculum Coordinator

## Goal 2:

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9 to 59.4 by 05/31/2016 as measured by K-Prep.

### Strategy1:

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

Category: Professional Learning & Support

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

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will implement strategies learned from previous training provided by GRREC (Nancy Houston - CBB, Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners), and Linda Mood Bell (visualizing/verbalizing, and On Cloud 9 Math).	Professional Learning	08/11/2015	05/31/2016	\$1800 - Race to the Top	Teachers, Principal, Special Education Coordinator

Activity - Increase Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase collaboration time in daily school schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

Activity - Writing PD with District Curriculum Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular teachers and Special Education teachers who collaborate together will attend a PD regarding developing writing skills and the school wide protocol.	Professional Learning	01/07/2016	05/31/2016	\$200 - IDEA	Teachers Special Education Teachers Principal District Curriculum Coach

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be provided in the school schedule for PLCs for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students. Special education teachers also plan/create and structure/modify lessons for collaboration and resource time with students.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Special Education teachers Teachers Principal

Activity - Use of Research Based Teaching Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	08/11/2015	05/31/2016	\$19000 - Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator

## Strategy2:

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

Category: Continuous Improvement

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

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using standards based grading practices to assess the mastery of Common Core Standards.	Policy and Process	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Continued use and revision of ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use, update, and revise common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$2000 - Title I Part A	Teachers

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLCs weekly grade level, with principal regularly, and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal

### Strategy3:

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

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

Category: Learning Systems

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

Activity - ESS/21st Century Before & After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	08/11/2015	05/31/2016	\$60000 - Grant Funds \$3000 - State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1-5 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2015	05/31/2016	\$500 - School Council Funds	Teachers, Principal, Counselor, Librarian

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	08/11/2015	05/31/2016	\$1500 - FRYSC \$500 - Race to the Top	Teachers, Principal, FRYSC Coordinator, Counselor

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Jamestown Elementary School

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise. Students are also recognized for exceptional behavior and good citizenship daily with Golden Tickets and shoutouts.	Behavioral Support Program	08/11/2015	05/31/2016	\$4990 - School Council Funds	Teachers, Principal

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/11/2015	05/31/2016	\$0 - General Fund	Principal, RTI teachers, regular classroom teachers

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II four days a week, Monday-Thursday, and Tier III five days a week, Monday-Friday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a highly qualified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	08/11/2015	05/31/2016	\$13000 - State Funds	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal

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

**Goal 1:**

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

**Measurable Objective 1:**

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 05/31/2016 as measured by all available assessment data related to specific grades.

**Strategy1:**

Promoting Grade Level Readiness - Students will have opportunities to attend summer school and kindergarten camp. Qualified volunteers will be available to read with beginning readers. RTI Interventionists will work with struggling students to bring them to grade level. Through

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

specific homework and parent communication, teachers and parent will collaboratively work to increase grade level readiness.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten parents and students will attend 4 day Kindergarten Camp. Students will have the opportunity to simulate a typical kindergarten daily schedule. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will attend a make-it, take-it workshop, and accessed an online portal to learn ways to help prepare their children for kindergarten.	Parent Involvement	06/15/2015	06/18/2015	\$1000 - FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

## Strategy2:

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

Category: Continuous Improvement

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

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/11/2015	09/15/2015	\$500 - Other	Kindergarten Teachers

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

## Goal 1:

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

## Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 05/31/2016 as measured by all available assessment data related to specific grades.

## Strategy1:

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

Category: Continuous Improvement

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

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Jamestown Elementary School

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/11/2015	09/15/2015	\$500 - Other	Kindergarten Teachers

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive. Students in Preschool are also given the Batelle Developmental Inventory twice a year to measure growth and development.	Academic Support Program	08/24/2015	05/31/2016	\$500 - State Funds	Preschool Teacher Preschool Director

## Strategy2:

Promoting Grade Level Readiness - Students will have opportunities to attend summer school and kindergarten camp. Qualified volunteers will be available to read with beginning readers. RTI Interventionists will work with struggling students to bring them to grade level. Through specific homework and parent communication, teachers and parent will collaboratively work to increase grade level readiness.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten parents and students will attend 4 day Kindergarten Camp. Students will have the opportunity to simulate a typical kindergarten daily schedule. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will attend a make-it, take-it workshop, and accessed an online portal to learn ways to help prepare their children for kindergarten.	Parent Involvement	06/15/2015	06/18/2015	\$1000 - FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

## Strategy3:

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

Category: Early Learning

Research Cited:

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement	08/11/2015	05/31/2016	\$1500 - FRYSC \$500 - GRECC Race to the Top	Principal Teachers Counselor FRYSC

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

## Goal 1:

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

## Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 05/31/2016 as measured by all available assessment data related to specific grades.

## Strategy1:

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

Category: Continuous Improvement

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

Activity - GOLD Teaching Strategies/Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students will take the GOLD online assessment 2 times per year to show areas of weakness and strengths for each child through anecdotal notes and observations. The following domains are monitored: language, personal/social, cognitive, physical, and adaptive. Students in Preschool are also given the Batelle Developmental Inventory twice a year to measure growth and development.	Academic Support Program	08/24/2015	05/31/2016	\$500 - State Funds	Preschool Teacher Preschool Director

Activity - DISCOVERY ED Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-5 will take Discovery Education benchmarking in the Fall, Winter, and Spring to track individual progress in reading and math content areas.	Academic Support Program	08/11/2015	05/31/2016	\$1900 - General Fund \$1900 - Title I Part A	All K-5 Teachers RTI Coordinator

Activity - STANFORD 10 Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 will take the Stanford 10 assessment in the spring of 2016 to measure their growth and progress in all subject areas.	Academic Support Program	04/18/2016	04/29/2016	\$1500 - District Funding	K-2 Teachers Principal Counselor Special Education Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - BRIGANCE Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten for the first time will take the BRIGANCE screening to check for readiness.	Academic Support Program	08/11/2015	09/15/2015	\$500 - Other	Kindergarten Teachers

## Strategy2:

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

Category: Early Learning

Research Cited:

Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will attend "family night" events at JES throughout the school year. Parents will have the opportunity to participate in workshops with their child to reinforce skills and gain new strategies to assist their child at home. Meals and/or refreshments for the families will be provided.	Parent Involvement	08/11/2015	05/31/2016	\$500 - GRECC Race to the Top \$1500 - FRYSC	Principal Teachers Counselor FRYSC

## Strategy3:

Promoting Grade Level Readiness - Students will have opportunities to attend summer school and kindergarten camp. Qualified volunteers will be available to read with beginning readers. RTI Interventionists will work with struggling students to bring them to grade level. Through specific homework and parent communication, teachers and parent will collaboratively work to increase grade level readiness.

Category: Continuous Improvement

Research Cited:

Activity - RTI Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Interventionists provide targeted, individualized reading support for qualifying students.	Academic Support Program	08/11/2015	05/31/2016	\$2500 - Other	District RTI Coordinator RTI Staff Principal

Activity - Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through data analysis and referral, students were given the opportunity to participate in a summer school program. Every Tuesday and Thursday evening from 5:00-7:00 p.m., student attended small group sessions at JES to strengthen academic skills in reading and math. Also, students had the opportunity to attend a county-wide, 2 week summer school program during the day from 8:00-12:00 at RSES.	Academic Support Program	06/08/2015	07/30/2015	\$2000 - FRYSC	FRC Director Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - Volunteer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District qualified volunteers read to beginning readers in grades K-1.	Community Engagement Parent Involvement	09/07/2015	05/31/2016	\$0 - No Funding Required	Principal Teachers FRC PTO

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten parents and students will attend 4 day Kindergarten Camp. Students will have the opportunity to simulate a typical kindergarten daily schedule. They will learn about the daily routine, participate in group and individual learning activities, and have lunch. Parents will attend a make-it, take-it workshop, and accessed an online portal to learn ways to help prepare their children for kindergarten.	Parent Involvement	06/15/2015	06/18/2015	\$1000 - FRYSC	FRYSC, Principal, Counselor, Kindergarten Teachers

### Strategy4:

Writing Focus - PLCs and consultation with the District Curriculum/Writing Coach and other professional learning opportunities will provide teachers with new methods and strategies to improve the overall writing program at Jamestown Elementary.

Category: Professional Learning & Support

Research Cited:

Activity - Writing Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will seek professional learning opportunities in Writing (Sylvia Abell, Tonya Rexroat, GRREC) to help increase our writing performance.	Professional Learning	08/11/2015	05/31/2016	\$1500 - Title I Schoolwide	Teachers Principal District Curriculum Coach Instructional Supervisor

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

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

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9 to 59.4 by 05/31/2016 as measured by K-Prep.

### Strategy1:

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

Category: Continuous Improvement

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

Activity - Strengthening Assessments & Rigor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will intensify the rigor of their classroom instruction and expectations in order for students to master the Common Core Standards. Teachers will also collaborate during structured planning time with other core subject teachers to strengthen the assessments which are used to evaluate achievement and mastery.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are using standards based grading practices to assess the mastery of Common Core Standards.	Policy and Process	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - KET - Teacher Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers have access to the KET Teacher Network which consists of a wealth of resources to enhance teacher instruction and student learning.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - Teacher Professional Growth and Effectiveness Framework (PILOT)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Framework for Teaching to examine and strengthen practice. Observations will assist teachers in recognizing strengths and areas for improvement. Teachers will examine the Framework during PLC times, in faculty meeting times, and during structured PD times with a GRREC representative.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Continued use and revision of ELA/Math Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use, update, and revise common English/Language Arts/Math assessments district-wide for students in grades K-5 to be administered each 9 weeks to measure the mastery of Common Core Standards. Standards not mastered will be targeted and interventions will be provided to improve individual student scores to proficiency.	Academic Support Program	08/11/2015	05/31/2016	\$2000 - Title I Part A	Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet in PLCs weekly grade level, with principal regularly, and quarterly at the district level in specific content areas to collaborate, plan, and share ideas to enhance student achievement.	Professional Learning	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

## Strategy2:

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

Category: Professional Learning & Support

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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Time will be provided in the school schedule for PLCs for special education teachers. This time will be strategically used to plan, monitor, and design special instruction for students. Special education teachers also plan/create and structure/modify lessons for collaboration and resource time with students.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Special Education teachers Teachers Principal

Activity - Writing PD with District Curriculum Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular teachers and Special Education teachers who collaborate together will attend a PD regarding developing writing skills and the school wide protocol.	Professional Learning	01/07/2016	05/31/2016	\$200 - IDEA	Teachers Special Education Teachers Principal District Curriculum Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will implement strategies learned from previous training provided by GRREC (Nancy Houston - CBB, Phonemic Awareness, Phonics and Fluency; Writing in Primary; Thinking Strategies to Comprehend Text; and Developing Word Loving Learners), and Linda Mood Bell (visualizing/verbalizing, and On Cloud 9 Math).	Professional Learning	08/11/2015	05/31/2016	\$1800 - Race to the Top	Teachers, Principal, Special Education Coordinator

Activity - Use of Research Based Teaching Materials	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue use Linda Mood Bell research based reading and math materials across special education settings to provide targeted instruction for reading and math. Training for teachers will include all special education teachers and regular education teachers who teach reading and math.	Academic Support Program	08/11/2015	05/31/2016	\$19000 - Grant Funds	Special Education Teachers, Regular Education Teachers, Principal, District Special Education Coordinator

Activity - Increase Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase collaboration time in daily school schedule to provide maximum time to collaborate in core content related classes.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Special Education Teachers, Principal, Regular Education Teachers, District Special Education Coordinator

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

## Strategy3:

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

Category: Learning Systems

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

Activity - Goal Setting/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 1-5 set reading goals to increase their reading fluency and comprehension. The goals are individual to each student and are monitored by Star Reading and encouraged by parental involvement. Students meeting their monthly goals will be rewarded. Each student also has an overall goal to reach by the end of each 9 weeks which will be rewarded through various activities.	Parent Involvement	08/11/2015	05/31/2016	\$500 - School Council Funds	Teachers, Principal, Counselor, Librarian

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
JES will use Discovery Education School-Wide, EasyCBM primary, Early STAR Literacy, STAR to benchmark students in the fall, winter, and spring. Data from the assessments will drive instruction and determine RTI placement for individuals and groups.	Academic Support Program	08/11/2015	05/31/2016	\$0 - General Fund	Principal, RTI teachers, regular classroom teachers

Activity - Reward System/Motivation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 are recognized for their academics, behavior, and attendance at each 9 weeks awards ceremony. One student per grade each week is selected by teachers in that grade to be Student of the Week and rewarded weekly with a surprise. Students are also recognized for exceptional behavior and good citizenship daily with Golden Tickets and shoutouts.	Behavioral Support Program	08/11/2015	05/31/2016	\$4990 - School Council Funds	Teachers, Principal

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During planned parent nights, teachers will provide homework help by grade level to parents by focusing on upcoming strategies that will be taught in the classroom. Teachers will provide examples and additional resources to parents as requested.	Academic Support Program	08/11/2015	05/31/2016	\$500 - Race to the Top \$1500 - FRYSC	Teachers, Principal, FRYSC Coordinator, Counselor

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

Activity - ESS/21st Century Before & After School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students have the opportunity to receive additional, intentional academic support. JES is also extending small group instruction and reinforcement opportunities through our before and after school programs.	Academic Support Program	08/11/2015	05/31/2016	\$60000 - Grant Funds \$3000 - State Funds	Jan Brumley, Sherry Coffey, Lori Loy

Activity - Differentiated Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on individual learning styles (boys vs. girls, readiness to learn, background knowledge, auditory/visual/kinesthetic) and adjust teaching methods to meet student needs, based on formative and summative assessment data and benchmark data.	Direct Instruction	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers

Activity - ESS Daytime Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ESS Daytime Intervention program would provide additional reading and math enrichment through interventions for students in Tier II four days a week, Monday-Thursday, and Tier III five days a week, Monday-Friday. These interventions will be in addition to the core reading and math instruction that takes place in the regular classroom. Tier II students will receive 30 minutes a day of small group instruction (no more than 5 students/group), and Tier III will receive an hour of individualized one-on-one instruction with a highly qualified teacher. Students will be progress monitored weekly using Discovery Ed, EasyCBM, and Moby Max.	Direct Instruction	08/11/2015	05/31/2016	\$13000 - State Funds	ESS Daytime Waiver - hired certified teachers ESS Coordinator RTI Coordinator Principal

**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:**

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:**

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.9 to 59.4 by 05/31/2016 as measured by K-Prep.

### Strategy1:

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

Category: Professional Learning & Support

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

Activity - Writing PD with District Curriculum Coach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular teachers and Special Education teachers who collaborate together will attend a PD regarding developing writing skills and the school wide protocol.	Professional Learning	01/07/2016	05/31/2016	\$200 - IDEA	Teachers Special Education Teachers Principal District Curriculum Coach

### Goal 2:

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

### Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second and Third grade students will demonstrate a proficiency in readiness skills to advance to the next grade level in primary in Reading by 05/31/2016 as measured by all available assessment data related to specific grades.

### Strategy1:

Writing Focus - PLCs and consultation with the District Curriculum/Writing Coach and other professional learning opportunities will provide teachers with new methods and strategies to improve the overall writing program at Jamestown Elementary.

Category: Professional Learning & Support

Research Cited:

Activity - Writing Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will seek professional learning opportunities in Writing (Sylvia Abell, Tonya Rexroat, GRREC) to help increase our writing performance.	Professional Learning	08/11/2015	05/31/2016	\$1500 - Title I Schoolwide	Teachers Principal District Curriculum Coach Instructional Supervisor

### Goal 3:

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

### Measurable Objective 1:

## KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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

### Strategy1:

Strengthening Program Reviews - Students will actively engage in specific content learning and applications across the curriculum to strengthen program reviews in Practical Living/Career Studies, Arts & Humanities, Primary, and Writing. However, we are currently in the process of developing a Global Competency/World Language Program at our school (Spanish language/vocabulary development).

Category: Continuous Improvement

Research Cited:

Activity - PRIDE Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All JES students will participate in PRIDE on Fridays for specific lessons related to Arts & Humanities, Practical Living/Career Studies, and Global Competency.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Beckie Godby Lori Loy Brett Blankenship

Activity - PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in weekly PLCs to develop and extend lessons around Arts & Humanities, Practical Living, and Writing. Teachers will also document evidence and develop rationales for Program Reviews in all areas.	Academic Support Program	08/11/2015	05/31/2016	\$0 - No Funding Required	Teachers Principal

## **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	Review of Data: * Brigance * Stanford 10 Assessment * KPREP Assessment * Easy CBM * Discovery Education Benchmark * Star Reading/Math	

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	* daily schedules for all teachers * yearly curriculum maps * 9 week pacing guides * weekly lesson plans * detailed RTI schedules * special education schedules * professional learning opportunities * PLCs (grade level and with principal) * PTO Family Nights (strengthening relationships & offering instructional support for parent)	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	* home visits provided by the preschool teacher & assistant to ease transition * preschool holds transition meetings for students going on to kindergarten * students have the opportunity to attend Kindergarten camp during the summer * Born Learning Grant - offers support to parents/families with early childhood aged children	

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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	* Tier I RTI Interventions are offered daily to all students by a highly qualified educator * Tier II RTI Interventions are provided 4X/week to the lowest 10% of students not meeting benchmark in a small group setting through the use of a carefully structured schedule which allows optimal time to ensure students receive maximum instruction from the interventionist and the classroom teacher * Tier III RTI Interventions are provided 5X/week to students individually based on lack of adequate improvement after receiving Tier II interventions	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	SBDM policies are in place to ensure that only highly qualified educators are hired; TELL survey results are used to assess culture and needs, and supports for teachers are in place. Our positive culture and strong support system helps prevent problems with the retention of teachers at JES.	

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	During Open House, parents are encouraged to review the results of the Title I Parent Survey. The Parent Compact and Parent Involvement Policy are also available for parents to offer comments or suggestions. We also asked parents to complete a questionnaire on school climate and stakeholder involvement.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	The 10 Components of a Schoolwide Program are evident throughout our CSIP.	

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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	2015-16 Professional Development & Planning: * Aug. 5 - John Antoinetti * Aug. 7 - JES Planning/PBIS * Sept. 8 - Grade Level Curriculum Planning for 2nd quarter * Oct. 12 - Data Analysis * Nov. 9-10 - Grade Level Curriculum Planning for 3rd quarter * Dec. 10 - TBD * Feb. 12 - Grade Level Curriculum Planning for 4th quarter * Feb. 18 - TBD * March 14 - Program Review * April 21 - TBD Additional PD is provided for teachers based on subject areas, district initiatives, PGES data, and teacher PGPs.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

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

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		

# KDE Comprehensive School Improvement Plan

Jamestown Elementary School

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	All paraprofessionals meet district requirements for highly qualified employees under ESEA.	

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	All Title I programs and activities at Jamestown Elementary are approved at the district level. Funding and budgeting is also approved through our district Title I Coordinator.	

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	Parents were given the opportunity to help design and revise our Parent Involvement Policy and Parent Compact on multiple occasions (during Open House, PTO meetings, school assemblies).	

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	All 8 components of the Targeted Assistance Plan are reviewed and utilized in the improvement planning process at JES.	

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	Professional development and training is provided for every staff member working with Title I students. Title I Interventionists receive specific training to meet the needs of Title I students in math and reading.	

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Our CSIP is evaluated through progress notes and data analysis of student achievement.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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 href="http://www.russell.kyschools.us">www.russell.kyschools.us</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	All teachers at JES are highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Jamestown Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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?**

The responsibilities of the stakeholders is to make valued suggestions for improvement based on informational data shared in the meetings that will lead to better educational opportunities for everyone involved. Representation is as follows: Kathy Brock, APRN, Russell County Hospital; Patty Lamb, Bank of Jamestown; Clete McAninch, Russell County Sheriff; Tim Popplewell, Russell County PVA; Anita Tucker, Monticello Banking Company; Stephanie Jones, Jamestown Health Care; Scott Russell, Jamestown First Baptist Church. School members for our stakeholders include: Diane Blankenship, Principal; Scottie Weston, Assistant Principal; Lori Loy, Counselor; Donnie Wilkerson, Teacher; Deana Grider, RTI Coordinator; Jan Brumley, FRC Coordinator; Coleen Rooks, ADANTA; and Lynae Riggins, PTO President.

## Relationship Building

Overall Rating: 3.71

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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: 3.29

	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).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

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

	Statement or Question	Response	Rating
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).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

# KDE Comprehensive School Improvement Plan

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	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: 2.86

	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work.	Proficient

**Advocacy**

Overall Rating: 3.33

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

## Learning Opportunities

Overall Rating: 3.17

	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	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.	Distinguished

## Community Partnerships

Overall Rating: 3.67

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

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

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

## Reflection

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

Areas of Strength:

- \* Community Partnerships
- \* Relationship Building

Areas of Weakness:

- \* Learning Opportunities for Stakeholders

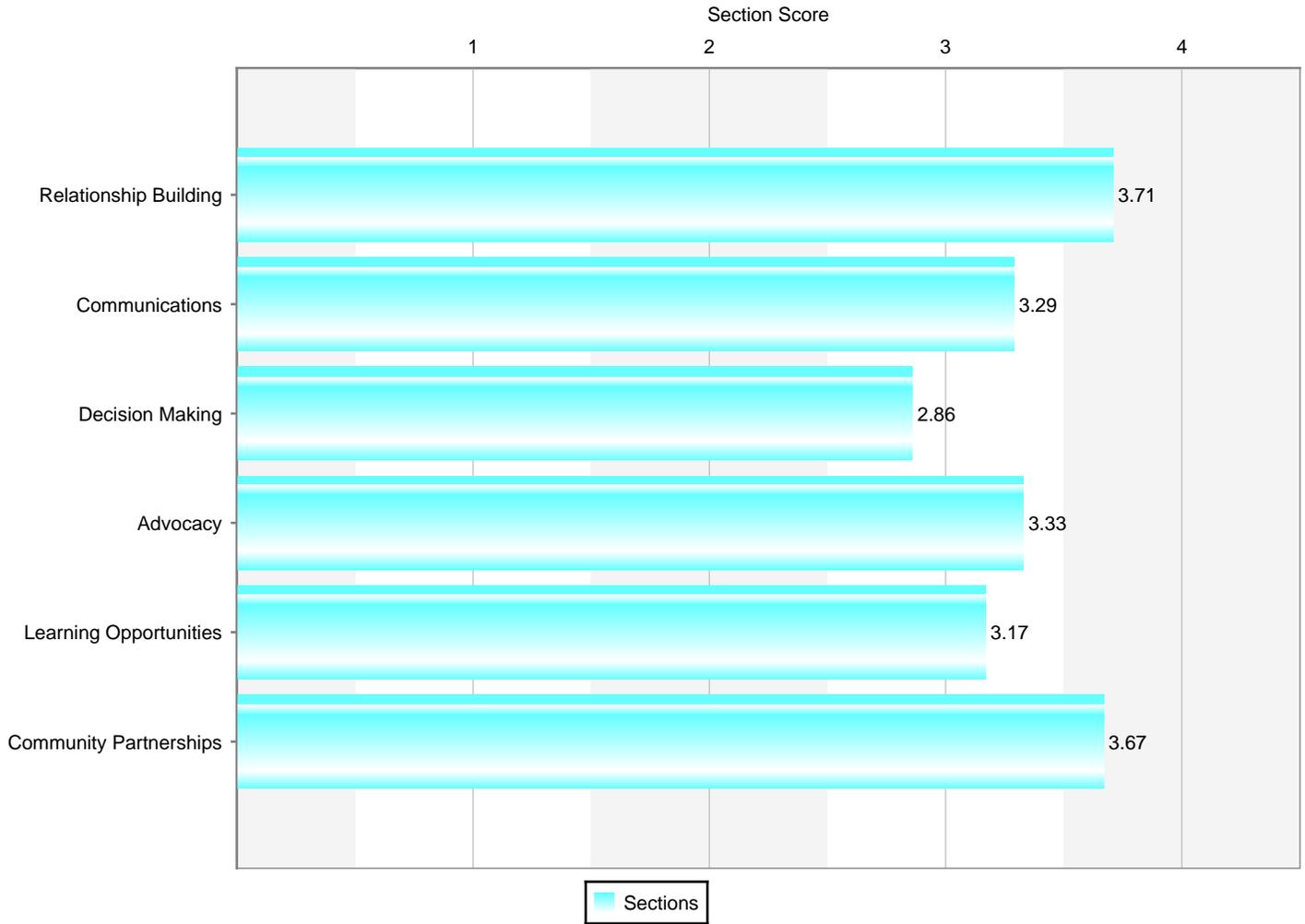
In order to sustain our positive community partnerships, we continue to invite and involve all stakeholders in school-wide celebrations, programs, and opportunities to enhance student learning. A variety of guest speakers help provide real world connections for students and collaborative partnerships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

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

To improve our area of weakness, we will provide parent/family nights for our stakeholders to have opportunities to learn and share strategies to improve school achievement.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

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

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

The responsibilities of the stakeholders is to make valued suggestions for improvement based on informational data shared in the meetings that will lead to better educational opportunities for everyone involved. Representation is as follows: Kathy Brock, APRN, Russell County Hospital; Patty Lamb, Bank of Jamestown; Clete McAninch, Russell County Sheriff; Tim Popplewell, Russell County PVA; Anita Tucker, Monticello Banking Company; Stephanie Jones, Jamestown Health Care; Scott Russell, Jamestown First Baptist Church.

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

All stakeholders will meet together again in the second semester to review the final improvement plan and add any new suggestions for improvement. Stakeholders will also be invited to all PTO and SBDM meetings through public service announcements via newspaper and radio. Our stakeholders plan to visit JES regularly and plan for ways to involve the community in our school. We value our stakeholders input and dedication to our school and its success.

# **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		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	SBDM adopted the Emergency Management Plan 3-17-2015 and will review again the updated plan at the December 2015 regular meeting.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	3-17-15	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	9-22-15; First Responders met and reviewed 10-29-15	

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	8-4-15	

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

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

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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	9/29/15	

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 <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake)	Yes	With the first 30 days of school, students practiced all four emergency response drills. (fire, lockdown, severe weather, and earthquake) * Fire Drills - 8/21/15 and 9/11/15 * Earthquake Drill - 9/2/15 * Severe Weather - 8/31/15 * Lockdown - 9/15/15	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> TARGET="_blank"> Fire Safety</a> regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	All four emergency response drills will be practiced, as scheduled, within the first thirty instructional days after returning from the Christmas Holiday break. (fire, lockdown, severe weather, and earthquake) * Fire Drill - 1/6/16 * Severe Weather Drill - 1/13/16 * Earthquake Drill - 1/20/16	

# **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	<p>Student achievement data from the previous year is used to place students equitably with each highly qualified teacher. Various sources of data are continually analyzed to determine best services and placements for students within available programs. The most at-risk students are offered services in small groups with highly qualified experienced teachers who plan specifically for their individual needs. These groups are fluid and data driven.</p> <p>Teachers are placed in positions that will encourage maximum effectiveness based on student achievement and PGES data.</p>	

**What are the barriers identified?**

Barrier #1: due to the high number of free and reduced students, every child cannot be placed with the highest performing teacher, although, every student does have access to a highly effective teacher.

Barrier #2: new teachers do not have experience to provide the quality of education offered by veteran teachers

Barrier #3: special education teachers ideally need more time to spend with their students to ensure maximum growth

**What sources of data were used to determine the barriers?**

\*Brigance

\*Stanford 10

\*KPREP

\*Discovery Education/Benchmark Data

\*TPGES

\*Special Educations Progress Monitoring Data

**What are the root causes of those identified barriers?**

\*high number of students that fall into the gap area of the free and reduced category

\*time necessary for new teachers to gain experience and knowledge of varied strategies

\*special education students require substantial individualized time and instruction

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

Domain 1: Planning & Preparation: teachers at grade level plan together and plan for individual students in the classroom. Grade level teams are varied in years of experience (new teachers are planning with veteran teachers) to ensure strong planning and to develop strong content knowledge and pedagogy.

Domains 2 & 3: Classroom Environment & Instruction: Overall these categories are strong for our teachers and PGPs reflect areas of desired growth.

Domain 4: Professional Responsibilities: New teachers need help support in strengthening and growing in this area.

## **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.**

Students are ranked academically & behaviorally at the end of each school year by their teachers. With teachers present, students are randomly drawn and equitably divided among all grades to form homeroom class rosters. All teachers at JES are highly qualified and serving in positions to best serve their expertise. Students are not ranked on income or ethnicity, but only on academic ability and behavioral considerations. SBDM policies are in place to ensure that instructional staff are assigned on the basis of SBDM school goals and effective management, and that student needs, cap sizes, and state and federal regulations are considered regarding student placement in classes and programs.

**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?**

There are no out of field teachers. Approximately 75% of our students are low income, and approximately 21% receive some sort of Special Education services, so students have been placed randomly into classes and divided equitably among teachers based on academics and behavioral considerations.

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

When the opportunity arises for a new hire, all applications are reviewed by SBDM council, highly qualified candidates are interviewed, and then the best candidates are selected for hiring. Retention of teachers is not a concern at JES due to an overwhelmingly positive culture.

**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?**

Teachers are hired on an as needed basis (following a retirement, shift in positions, or influx of students). The same process as previously stated is followed to select the best, most highly qualified candidate for the position.

This year, a new part-time preschool teacher will be hired to address an overflow of preschool students. The experienced teacher will be located in a classroom offsite to allow the new teacher access to supports and mentoring within the building. The most at-risk students will be placed with the veteran teacher.

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

Our positive climate at JES nurtures a culture of pride and dedication to our students and to our school. New teacher orientation makes expectations clear; mentors are assigned within the building and through KTIP process; principal routinely consults with new teachers to offer support and encouragement. District staff is utilized to grow and support new teachers, and they are taught how to analyze and interpret data to determine effectiveness, as well as nurtured in building relationships/communication with parents and stakeholders. New and inexperienced teachers are teamed with veteran teachers to offer daily guidance and support as well as planning help.

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

New teachers are assigned mentors within their grade level team, as well as a KTIP internship teacher. Periodic consultation with principal to assist and offer support helps new teachers to adjust successfully. District office support staff, including the PGES Effectiveness Coach and the District Curriculum Coach offer instructions and guidance. School teams also provide support, guidance and procedural/behavioral support in all academic areas. The PBIS Team offers support with behavior management. Teams utilize common planning time, weekly PLC planning time as well as quarterly District planning with all teachers from all three elementary schools.

Inexperienced teachers are offered similar supports as needed.

This year, a teacher retired at the end of October. The new teacher was provided opportunity to observe and work with the veteran teachers in the grade level team before beginning solo in the classroom. We provided a time for the new teacher to meet parents.. She worked several days with the outgoing teacher to ensure a smooth transition, and was given two mentors within the team. She is offered regular supports from administration, including the counselor, who has considerable teaching experience, and will work with the District Curriculum Coach as requested.

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

When a teacher scores below accomplished in an area, suggestions and supports are offered at the post conference. If a pattern is observed, district support staff (including the Curriculum Coach and PGES Effectiveness Coach, as well as the Instructional Supervisor or Special Education Director) becomes involved to provide support.

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

TELL results were very positive regarding working conditions at JES and this helps ensure that recruitment and retentions of teachers is not an issue. We will continually strive to improve the culture by creating relationships and promoting a team/family atmosphere. We will continue to support and nurture new teachers and make them feel valued and successful.

## Questions

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

\*All highly qualified teachers throughout subject areas and grade levels.

\*Supports in place to mentor and support new and inexperienced teachers.

\*No teachers serving in "out of field" positions.

\*Random selection of all students for all classes based solely upon academics and behavior and equitably distributed between all highly qualified teachers.