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KENTUCKY DEPARTMENT OF EDUCATION

Comprehensive School Improvement

Plan

Union Chapel Elementary School

Russell County

Cindy Roberts, Principal
1085 Hwy 1058
Jamestown, KY 42629

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Executive Summary

Introduction

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

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

Description of the School

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

Union Chapel's 150 students are housed in a 50 year old building in a rural setting located 10 miles south of the county seat of Jamestown, KY in Russell County. Within the last three years, Union Chapel's enrollment has decreased 15% due in large part to working parents transporting their students to schools housed in newer buildings in Jamestown and Russell Springs. Decreased enrollment coupled with budgets cuts has resulted in a reduction in staffing by nearly 50%.

Nearly 90% of our student body qualifies for free/reduced lunch, and 35% of the population meet the guidelines for homeless. Many of our students function in an at-risk mode due to many poverty driven variables such as, lack of a positive role model, apathy toward higher education, parental illiteracy, and a lack of motivation. Many of our non-traditional families are so focused on surviving their present situation that they cannot clearly see how to improve their situation.

Family Resource offers support to many of our families in the form of clothing, shoes, school supplies, household item, transportation, and the back pack weekend feeding program. Many support groups are offered to families as well.

Extended School Services and 21st Century offer a safe place for children to stay when they need an extended day away from home. ESS offers tutoring to all students in grades K-6 in all subject areas. 21st Century provides enrichment opportunities in Arts and Humanities and Practical Living. The Union Chapel PTO continues to support our endeavors to educate and reward the student's hard work and goal attainment. In addition they provide Field Trip opportunities and Fun Day programs at school.

Our Food Service offers a choice of meals at breakfast and lunch, provides a snack for after school students, and offers a feeding program throughout the summer to all students. Union Chapel is in compliance with all nutritional guidelines and promotes physical well-being through health education, providing physical activity classes and daily opportunities for group activity.

The Union Chapel Elementary School collaborates with the community to participate in many service oriented projects. We collect food annually for the WJRS food drive. The Y-Club collects money to purchase socks for Fair Oaks Nursing Home. We do school-wide participation with Saint Jude to raise money for cancer research. Classes participate in the Operation Christmas Child to provide needed items to children in third world countries. Local churches in conjunction with our school raise money for Toys for Tots. Our children in turn receive Christmas gifts from many of the community groups we support. Our students benefit from local church projects that help provide needed items. Our teachers plan activities involving the Russell County Library, our local 4-H, the Health Department, Wolf Creek National Fish Hatchery, and other community helpers.

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.

Our mission statement to EDUCATE EACH STUDENT TO HIS/HER HIGHEST POTENTIAL WHILE PROVIDING SOCIAL/EMOTIONAL GROWTH drives us as a staff to consider each child's current level of development as a springboard for future planning. Our vision for each student includes providing the fundamental skills in ELA, Math, and other skills necessary for breaking the generational poverty cycle. Each child's potential is valued and our instruction is tempered with the belief that each child can succeed in life.

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.

The last three year period has seen a huge increase in the amount of data collection and data anaysis. Our staff meets in different configurations weekly and monthly to collaborate and apply data to maximize learning. Instructional planning meetings are devoted to improving learning by individualizing interventions and responding to individual growth. We have a strong RTI system in place for reading and math in grades K-6. We would like to expand our RTI plan to include writing and behavior components. Report cards for Kindergarten, First and Second grades have been revised to reflect the individual child's mastery of learning standards. Changes are underway to move to standards based report cards for grades 3-6. Differentiation in instructional activities allows us to meet individual student needs across all grade levels.

Additional Information

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

Our school-wide emphasis over the last three years to increase parent involvement has been met with mixed results. Overall numbers of parent involvement have held steady, but the quality of the involvement has improved. Parents enjoy coming to First Grade STEM activities on Friday, being involved in Literacy Nights, Math Night, The Book Fair, and other planned activities throughout the year. Parents readily call our school to ask questions and schedule meetings with teachers concerning their child. Our goal is to be a friendly, safe, non-threatening extension of home.

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 want to move students to proficiency and provide students with skills they need to become life-long learners and productive citizens in our community. To achieve this goal, we need to concentrate on core content standards, provide activities with higher rigor and expectations, and respond with feedback to individual students to maximize growth.

Past data indicated that students began their school career with lower skills in math than in reading. However, the May administration of the Stanford 10 for K-2 students indicates that this trend has changed. Currently reading scores K-2 are several points lower than math scores across all age groups and subgroups. We await scores from Spring 2013 testing to see if this trend continues.

Due to small class size, the K-PREP scores give us limited information about gaps. Therefore, we analyize individual data and make individual plans for students lagging behind and failing to meet standards.

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?

Based on 2011- 2012 Unbridled Learning: College and Career Readiness for All Reporting, Union Chapel Elementary School (UCES) scored 59.1 over-all which equates to the 56th percentile in comparison to other Kentucky Schools. UCES is classified a "Needs Improvement" school. Our Annual Measurable Objective is 1.0 Gain in over-all accountability to achieve 60.1. Based on the NCLB Report, UCES exceeded the AMO in over-all reading and math in all subgroups.

Data indicates that 82% of 4th grade Science students met or exceeded the goal. To maintain this level of performance, students will continue to be presented with a variety of stategies which include, hands on activities, the use of technology, modeling, daily journaling, and open ended thinking with probe questions.

Opportunities for Improvement

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

The Stanford 10 data for grades K-2 indicates that reading is the greatest area of need. With the new more rigorous standards and the focus on career and college readiness P-12, a district wide concentration at the primary level has been initiated to improve the quality of instruction and planning of more rigorous activities and higher level cognitive tasks. By focusing on teacher professional development, unit planning, common assessment development, standard alignment, and utilizing research based, literacy strategic instructional planning we will improve rigorous quality instruction, activities, and cognitive tasks. Specifically, kindergarten, first, and second grade teachers participated in a three day primary institute to be trained in deconstructing the new ELA standards and began the process of unit and assessment building. District Title I set-a-side PD funding paid for two primary literacy consultants to provide training for two days. One day was provided with a GRREC primary literacy consultant at no charge. The District Curriculum Coach organized and assisted in the training. Kindergarten, first, and second grade teachers have met a minimum of monthly with the district Curriculum & PD Director and a GRREC literacy consultant developing unit plans, common assessments, and standard based report cards. Release substitute funding is paid through district set-a-side Title I PD.   Each grade level will continue to meet in the same manner second semester with a follow primary institute in the summer. In addition, UCES staff plans to reduce novice reading scores from 18% to 8% and increase proficient/distinguished scores from 46% to 60% by May 2013. Staff plans to implement weekly cold reads to provide practice with higher Lexile levels, higher level questioning, and time limits. Overall, teachers plan to vary ways of responding to text by letting the students do the work. We will share student responses and successes at monthly school level PLCs.

UCES staff met on November 6, 2012 to analyze data and set new content goals for math. Our goal is to reduce Novice scores from 20% to 8%, and increase the percentage of proficient/distinguished from 34% to 50% by May 2013. To meet this goal we plan to equalize instructional minutes spent on math and reading to provide experiences for students to apply the following strategies: multi-step word problems, daily oral word problems, math-mania everyday to focus on timed computation and increase automaticity skills.

Conclusion

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

We feel like we have an awareness of individual student progress. We are currently making data comparisons of Lexile levels from Aims Web Fall, Winter and Spring benchmarking, K-PREP annual scores and monthly Renaissance Learning data. We analyze the data weekly and respond to the rate of progress by changing activities and strategies.

We are currently looking for a resource to enable us to analyze math quantile scores as a predictor of annual K-PREP math scores.

2012-13 Union Chapel Elementary CSIP

Overview

Plan Name

2012-13 Union Chapel Elementary CSIP

Plan Description

Math and English Language Arts

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	Measurable Objective	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 39.8% to 69.9% in 2017	Objectives: 1 Strategies: 7 Activities: 19	Organizational	Collaborate to increase the overall reading and math for Union Chapel Elementary from 39.8 to 45.8 by 05/31/2013 as measured by K-Prep.	$22800
2	Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 36% in 2012 to 68% in 2013	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% to 68% by 05/31/2013 as measured by K-Prep.	$2100

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 39.8% to 69.9% in 2017

Measurable Objective 1:

Collaborate to increase the overall reading and math for Union Chapel Elementary from 39.8 to 45.8 by 05/31/2013 as measured by K-Prep.

Strategy 1:

Daily Oral Word Problems - Used as a bell ringer, warm-up activity, or review in whole group or in small group setting.

Research Cited: Regular skills practice improves skill retention and delivers the message to students that the skills that they are developing are important. Allowing students to build understanding over time with continuous review has proven to be an effective way to maintain skills and an understanding of critical concepts (Baratta-Lorton, 1994).

Activity - Daily Oral Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2017	$0	No Funding Required	Classroom teachers

Strategy 2:

Professional Development - Teachers will discuss/learn new knowledge and build confidence to improve student learning.

Research Cited: For standards-based reform to work there is reason to think that two additional components are necessary: 1) teachers must be provided with curriculum that is aligned with the standards and assessments; and 2) teachers must have professional development to deliver that curriculum (Whitehurst, 2002).

Activity - District Level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings.	Professional Learning	08/08/2011	05/31/2017	$0	No Funding Required	All Certified Staff

Activity - School Level PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2017	$0	No Funding Required	UCES Staff

Strategy 3:

Reading Comprehension and Responding to Higher Level Questions - The teacher will facilitate activities using higher level reading material with challenging Lexile level content. The students will read, comprehend and respond to higher level questions building speed, endurance and confidence at their grade level.

Research Cited: It's easy to think of a field of endeavor and list at least one expert. You might consider Bobby Fischer to have been the world's best chess player, Joshua Bell the best violinist, and Isaac Asimov the most prolific author. A more difficult question to answer is how did each of these individuals develop expertise in his field? Research suggests that a novice develops into an expert through an intricate process that includes the following components (Glaser, 1996; Kellogg, 2006, Shea & Paull, 1996; Wagner & Stanovich, 1996): * targeted practice in which one is engaged in developmentally appropriate activities; * real-time corrective feedback that is based one's performance; * intensive practice on a daily basis that provides results that monitor current ability; *distributed practice that provides appropriate activities over a long period of time (i.e., 5-10 years), which allows for monitoring growth towards expert performance; and * self-directed practice in an activity for times when a coach, mentor, or teacher is not available. Citation Swartz, C., Stenner, A.J. (2008, May). From novice to expert: Applying research principles to promote literacy in the classroom. Innovation Quarterly. The Council of Chief State School Officers

Activity - Timed Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2017	$2600	State Funds	UCES Staff

Activity - Constructed Response Activity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2017	$0	No Funding Required	UCES Staff

Strategy 4:

Differentiated Learning - Teachers use data from the following programs to individualize student assignments: Aimsweb, Star Reader, Early Literacy, Reading Eggs, Education City. Continuous monitoring with meaningful feedback is used to maximize growth.

Research Cited: Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is . . . rather than expecting students to modify themselves for the curriculum. (Hall, 2002)

Activity - Individualized Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member	Academic Support Program	08/18/2003	05/31/2017	$0	No Funding Required	UCES Staff

Activity - Center Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2017	$3000	Title I Part A	UCES Staff

Activity - National Geographic Reading Series	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2017	$10000	State Funds	UCES Staff

Strategy 5:

Automaticity - Differentiated, timed computation practice

Research Cited: A growing body of research shows that dramatic improvement in math achievement occurs when students develop automatic recall of math facts through appropriate practice.

Activity - Math Madness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide math tournament with a single elemination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2017	$600	Other	UCES Staff

Activity - Math Mania	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work with paper/pencil on a two minute timed test to acheive automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2017	$100	District Funding	Classroom teachers to implement and principal to monitor

Activity - Math Facts in a Flash	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is acheived.	Technology	01/11/2010	05/31/2017	$200	State Funds	UCES Staff

Strategy 6:

Parent involvement - Parents will be provided opportunities to become familiar with student expectations

Research Cited: "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A new Wave of Evidence, a report from Southwest Educational Devlelpment Laboratory (2002). The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to: 1) Earn higher grades and test scores, and enroll in higher-level progrms 2) Be promoted, pass their classes, and earn credits 3) Attend school regularyly 4) Have better social skills, show improved behavior, and adapt well to school 5) Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educatinal Development laboratory, 2002

Activity - Summer Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2017	$0	No Funding Required	UCES Librarian

Activity - Parent/Teacher Conference Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2017	$0	No Funding Required	UCES Staff

Activity - Extended Classroom	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents can access the following computer programs at home to check progress and monitor growth: Studey Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2017	$0	No Funding Required	UCES Librarian, Technology Cooridinator, Classroom teachers

Activity - Family Literacy/Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2017	$1500	Title I Part A	UCES Staff

Activity - Book Fair Event	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before and after school events are planned to extend availabilty of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2017	$0	No Funding Required	UCES Librarian

Strategy 7:

Mathematics Concepts - Students will manipulate information and/or analyze data to solve real world problems and strengthen mathematical concept knowledge.

Research Cited: Accelerated Math software and AM Best Practices have been shown by scientifically based research to be effective in helping educators dramatically accelerate math growth in K 12 classrooms. Numerous studies by independent researchers demonstrate that students math abilities improve with the use of these tools, and that the performance gap between various subgroups of students is substantially reduced. Accelerated Math was the first progress-monitoring tool reviewed by the National Center on Response to Intervention to be categorized as a mastery measurement tool (www.rti4success.org) and has received highest ratings in that category. Archipelago Learning suite of research-based digital learning products, Study Island, EducationCity, Reading Eggs, Reading Eggspress, ESL ReadingSmart, ReadingMate and Northstar Learning, are designed to meet and support a wide variety of student needs in Pre-Kindergarten through Post-Secondary education. For example, Study Island is a K-12 standards based digital learning program built from state and Common Core standards. The research base addresses links between achievement or motivation and research-based strategies in assessment, student learning and teacher professional development.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students work on individualized grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2017	$2100	State Funds	UCES Staff

Activity - Education City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students spend time working on tasks and skill sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2017	$1200	State Funds	UCES Staff

Activity - Accelerated Math Live	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2017	$1500	State Funds	UCES Staff

Goal 2: Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 36% in 2012 to 68% in 2013

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 36% to 68% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Targeted Assistance - Use data to target specific student weaknesses. Provide specific interventions to reduce individual student weaknesses. onitor progress and make modifications as needed.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be used to identify individual weak areas. Students will be assigned specific Study Island tasks to address the areas of weakness and improve student performance. Student progress will be monitored.	Technology	01/14/2013	05/31/2017	$2100	State Funds	UCES Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Classroom	Students and parents can access the following computer programs at home to check progress and monitor growth: Studey Island, Education City, Reading Eggs, Bookflix, Math Facts in a Flash, Accelerated Reader, and Infinite Campus Parent Portal.	Technology	08/11/2010	05/31/2017	$0	UCES Librarian, Technology Cooridinator, Classroom teachers
Constructed Response Activity	ELA teacher will present an extended length cold read with a challenging Lexile level. This will be a supplement to our reading series. Reading materials may come from varying genres. Students will read the passage and respond to higher level questions.	Direct Instruction	11/12/2012	05/31/2017	$0	UCES Staff
Daily Oral Math	Classroom teacher will present a scenerio and allow the group to work to solve and share solutions.	Direct Instruction	11/07/2012	05/31/2017	$0	Classroom teachers
Book Fair Event	Before and after school events are planned to extend availabilty of literacy items to families and the community.	Parent Involvement	11/19/2007	05/31/2017	$0	UCES Librarian
Parent/Teacher Conference Night	Parents and teachers meet to discuss student achievement and strategies for improvement.	Parent Involvement	10/25/2012	05/31/2017	$0	UCES Staff
District Level PLC Meetings	Professional Learning Communities (PLCs) have been developed and implemented in ALL content areas and ALL grade levels. PLCs are accomplished through district wide monthly after school meetings.	Professional Learning	08/08/2011	05/31/2017	$0	All Certified Staff
Summer Reading	Students and parents can access the library once a week for two hours during the month of July for planned activities. Families may check out books, tapes, games, movies or other media.	Academic Support Program	07/02/2012	05/31/2017	$0	UCES Librarian
Individualized Reading	Students are assigned individual reading passages to develop fluency and build confidence. Passages are read first at school and then again at home with a family member	Academic Support Program	08/18/2003	05/31/2017	$0	UCES Staff
School Level PLC Meetings	School certified staff meets on the first Monday each month from 3:00-5:00 to discuss strategies and analyze data to improve learning. Weekly grade level meetings take place to analyze data and monitor individual student progress.	Professional Learning	08/11/2008	05/31/2017	$0	UCES Staff

Comprehensive School Improvement Plan

Union Chapel Elementary School

					Total	$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Mania	Students work with paper/pencil on a two minute timed test to acheive automaticity with math facts. Students work through increasingly difficult levels of addition, subtraction, multiplication and division facts.	Academic Support Program	09/05/2006	05/31/2017	$100	Classroom teachers to implement and principal to monitor
				Total	$100	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Facts in a Flash	Students work independently at a computer work station to attain automaticity. Students may practice at home, but test at school to advance through the operations as mastery is acheived.	Technology	01/11/2010	05/31/2017	$200	UCES Staff
Education City	Students spend time working on tasks and skill sets in an individualized "city" designed by the teacher.	Technology	08/09/2010	05/31/2017	$1200	UCES Staff
Timed Practice	Student will complete a task in a predesignated time limit. This may be a pencil/paper activity or a timed computer activity. Students will become familiar with using time wisely and setting a work pace.	Direct Instruction	11/07/2012	05/31/2017	$2600	UCES Staff
National Geographic Reading Series	Using new reading series that is aligned with the Common Core Standards to strengthen student performance.	Direct Instruction	08/12/2013	05/31/2017	$10000	UCES Staff
Study Island	Data will be used to identify individual weak areas. Students will be assigned specific Study Island tasks to address the areas of weakness and improve student performance. Student progress will be monitored.	Technology	01/14/2013	05/31/2017	$2100	UCES Staff
Study Island	Students work on individualized grade level activities by core content standards to obtain blue ribbons for mastery.	Technology	08/11/2008	05/31/2017	$2100	UCES Staff
Accelerated Math Live	Accelerated Math Live creates individualized practice assignments at each student's level, allowing teachers to keep every student motivated and challenged.	Technology	08/12/2013	05/31/2017	$1500	UCES Staff
				Total	$19700	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Madness	A school-wide math tournament with a single elemination bracket to determine a classroom winner and a school-wide winner. Students in grades K-2 compete with addition facts at their grade level, and students in grades 3-6 compete with multiplication facts.	Academic Support Program	01/09/2012	05/31/2017	$600	UCES Staff
				Total	$600	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Literacy/Math Nights	Students and parents attend planned events for fun, learning, and information sharing.	Parent Involvement	03/05/2012	05/31/2017	$1500	UCES Staff
Center Time	Students are placed in flexible groups to practice skills and develop concepts.	Direct Instruction	08/08/2008	05/31/2017	$3000	UCES Staff
				Total	$4500	