Comprehensive School Improvement

Plan

Brookside Elementary School

Jessamine County

JonAnn Horn, Principal
199 Brookside Dr
Nicholasville, KY 40356

TABLE OF CONTENTS

Phase I - Needs Assessment

2016-18 CSIP Brookside

Phase II - KDE Assurances - Schools

Phase II - KDE Compliance and Accountability - Schools

Executive Summary

Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf
Goals: http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf
Objectives: http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf
Strategies: http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf
Activities: http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf
Executive Summary: http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		School Equity 2016-2018

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Our F/R percentage has remained the same for a while. Our students with disabilities percentage has increased. ELL and minority numbers have not changed much over the last three years (after redistricting).

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

We have identified a rise in the number of students receiving F/R lunch. We will closely monitor this group of students, particularly in the are of novice. Our Gap Goal focuses on this group of students related particularly to academic vocabulary instruction. Our novice reduction plan focuses on the use of consistent student work analysis and data analysis. During this process, we will pay close attention to this group of students.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Increase the average combined reading and math proficiency ratings for Kentucky students in the non-duplicated gap group from 37.3% to 56.1% in 2017

Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency from X to Y in Mathematics by 05/30/2017 as measured by KPREP math scores .

Strategy1:

Math Academic Vocabulary Instruction - All math teachers at Brookside Elementary School will use systematic and explicit direct vocabulary instruction in mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Faculty Meeting Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly faculty meetings, administrators and Teacher Leadership Network representatives will present learning modules on academic vocabulary instruction. Teacher Leadership Network representatives will follow up with teachers during grade level planning meetings and math PLCs.	Professional Learning	09/05/2016	05/30/2017	$0 - No Funding Required	Administrators, Teacher Leadership Network representatives, Math Teachers

Phase I - 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?

JonAnn Horn - Principal

Toni Dix - Parent and Curriculum Resource Administrator

Stephanie Carson - Guidance Counselor

Julie Lemaster - Parent

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.0

	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).	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, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	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.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	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.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.17

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

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

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

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	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: 2.33

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School 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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.83

	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 leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	**Response**	**Rating**
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	**Response**	**Rating**
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

	Statement or Question	**Response**	**Rating**
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

It was difficult to respond to the questions, as many of the choices were not a good fit.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.43

Communications — 3

Decision Making — 2.86

Advocacy — 3.17

Learning Opportunities — 2.33

Community Partnerships — 1.83
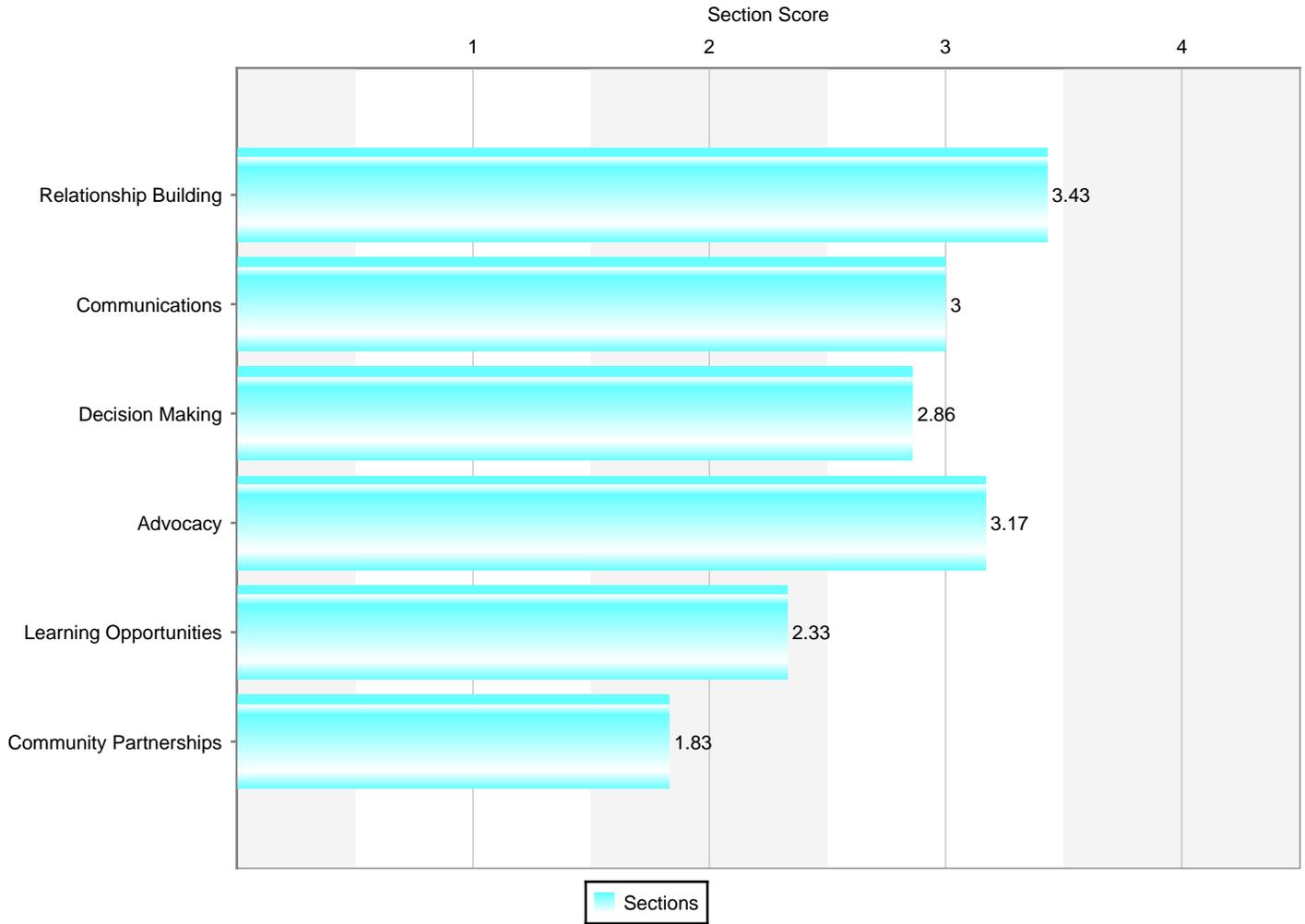
Sections

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.

Stakeholders' input was sought from teachers and parents. Volunteers from each grade level, special area and special ed group served on the CSIP committee. After the committee meetings (held after school for teachers) , the CSIP was completed by the school's leadership team (meetings held during the school day). Once the DRAFT form of the CSIP was completed, it was presented to the SBDM Council and all staff members for revision. The final version of the CSIP will be presented to SBDM again for final approval.

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

Grade level teachers - 5
Special area teachers - 1
Special ed teachers - 1
School's Leadership Team - 5

All stakeholders met several times to brainstorm ideas for the goals and plans, answer questions in the assurances and diagnostics, and finalize/submit all components.

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

The final plan was presented at a faculty meeting for teachers, an IA meeting for our classified staff, and an SBDM meeting for parents.   The plan will be revisited and assessed for progress in the spring of 2017.

Phase I - 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?

When looking at KPREP data, we identify our areas for growth and create a plan to improve in those areas. The 2015-2016 data tells us thatwe need to focus on improving in math, writing, and all areas related to our gap population, specifically novice reduction. The data does not differentiate between multiple choice and written response questions. Therefore, we are unable to determine where the greatest need is at this time. We have a high number of students scoring apprentice in the area of mathematics. When looking at our MAP-KPREP comparison, many of the KPREP apprentice students are on grade level with MAP. Therefore, this leads us to believe our students are performing better on multiple choice and that our efforts should be primarily focused on written response questions.

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?

After analyzing our KPREP data, we have identified reading as an area of strength for us. In order to sustain high levels of achievement in this area, we are continuing to use programs and teaching strategies we believe to be responsible for student success. In reading, we will continue the use of the reading workshop and the gradual release model.

Opportunities for Improvement

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

Areas in need of improvement include math, writing, and the performance of students with disabilities in all areas. Plans to improve areas of need include:

Math - We fully implemented a new math program last year, Origo Stepping Stones. We are monitoring the fidelity of its use through monthly math PLCs. We plan to continue the use of new math intervention programs in our math RtI block, including Dream Box and Do the Math.We also plan to be more intentional in our efforts to give students opportunity to demonstrate learning in math through writing. This willinclude weekly short answer and extended response opportunities through exit slips and more extensive assessments. These responses willbe analyzed by teachers and administrators during a second monthly math PLC.

Writing - We have recently created a list of expectations for each grade level related to on-demand writing. We plan to implement that fully this year. We are also restructuring our ELA PLCs so that half of our PLC time is devoted to best practices in writing instruction and the writing expectations for each grade level. Finally, fifth grade teachers will integrate on-demand writing into existing units of study during the months of January, February, and March. Student on-demand writing pieces will be analyzed by teachers and administrators at grade level ELA PLCs. Finally, we plan to teach the five paragraph essay structure for writing to all fourth and fifth grade students.

Conclusion

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

Our next steps include:

*being consistent with our student work analysis/data PLCs (every other ELA PLC meeting and every other Math PLC meeting)

*fully implementing our CSIP

2016-18 CSIP Brookside

Overview

Plan Name

2016-18 CSIP Brookside

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	2016/2017: Increase the average combined reading and math proficiency ratings for Kentucky students in the non-duplicated gap group from 37.3% to 56.1% in 2017	Objectives: 1 Strategies: 1 Activities: 6	Academic	$400
2	2016-2018: Parent Involvement and Family Engagement	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$2000
3	2016-2018: Decrease the percentage of students scoring at the novice level.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
4	2016-2018: Increase proficiency ratings in writing for all students.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: 2016/2017: Increase the average combined reading and math proficiency ratings for Kentucky students in the non-duplicated gap group from 37.3% to 56.1% in 2017

Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency from X to Y in Mathematics by 05/30/2017 as measured by KPREP math scores .

Strategy 1:

Math Academic Vocabulary Instruction - All math teachers at Brookside Elementary School will use systematic and explicit direct vocabulary instruction in mathematics.

Category: Continuous Improvement

Research Cited: Marzano, Robert J., & Julia A. Simms. (2013). Vocabulary for the Common Core. Bloomington, IN: Marzano Research Laboratory.

  Overturf, B.J., Montgomery, L.H., & HolmesSmith, M. (2013). Word nerds: teaching all students to learn and love vocabulary. Portland, MN. Stenhouse Publishing.

Activity - Instruction: Word-Conscious Classrooms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Academic Vocabulary Instruction- Teachers will create word-conscious classrooms. Teachers will integrate metacognition about words, motivate students to learn words, and create deep and lasting interest in words. They will also provide students with visuals related to math vocabulary for each unit In Stepping Stones. Examples of visuals include word rings, individual word lists for desks, and vocabulary notebooks. In addition, all teachers will display a math word wall that will be referred to during instruction and updated by unit.	Direct Instruction	10/03/2016	05/30/2017	$0	No Funding Required	Math Teachers and CRA

Activity - Instruction: Short Answer and Extended Response Word Banks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Academic Vocabulary Instruction- Math word banks will be provided for short answer and extended response questions. Initially, there will be extensive modeling of the use of these word banks by teachers. For a period of time, students will make use of word banks to construct their responses. Ultimately, students will be expected to incorporate academic vocabulary into their responses independently without the use of word banks.	Direct Instruction	10/03/2016	05/30/2017	$0	No Funding Required	Math Teachers

Activity - Academic Vocabulary Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers will participate in a book study of How To Teach Academic Vocabulary and/or Word Nerds. During monthly Math PLCs, administrators and teachers will discuss strategies presented in the book and reflect upon those that were most effective when implemented.	Professional Learning	10/03/2016	05/30/2017	$400	Other	Principal, CRA, Math Teachers

Activity - Faculty Meeting Learning Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During monthly faculty meetings, administrators and Teacher Leadership Network representatives will present learning modules on academic vocabulary instruction. Teacher Leadership Network representatives will follow up with teachers during grade level planning meetings and math PLCs.	Professional Learning	09/05/2016	05/30/2017	$0	No Funding Required	Administrators, Teacher Leadership Network representatives, Math Teachers

Activity - Math PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will meet with teachers for a second monthly math PLC. The focus of this PLC meeting will be two-fold: 1. discuss the implementation of strategies learned through the book study, How to Teach Academic Vocabulary or Word Nerds 2. analyze assessments and student work, using the sorting protocol (wow/got it/not there yet)	Professional Learning	10/03/2016	05/30/2017	$0	No Funding Required	Principal, CRA, Math Teachers

Activity - Monitoring and Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the implementation of academic vocabulary instruction during walkthroughs and formal observations. The current math walkthrough instrument will be revised to include specific look-fors related to academic vocabulary instruction, including: increased amount of reading, explicit vocabulary instruction, instruction on word learning strategies, and evidence of word-conscious classrooms. Administrators will also focus on academic vocabulary instruction when observing and giving feedback on the instruction domain of The Framework for Teaching.	Professional Learning	10/03/2016	05/30/2017	$0	No Funding Required	Principal, CRA

Goal 2: 2016-2018: Parent Involvement and Family Engagement

Measurable Objective 1:

collaborate to increase parent involvement and family engagement by 50%   by 05/30/2017 as measured by workshop pre and post tests, parent conference sign-in sheets, and volunteer registrations .

Strategy 1:

Family Outreach - Systematic efforts will be made to involve parents in partnering with the school through volunteer opportunities, parent/teacher conferences, parent trainings, and family fun opportunities.

Category: Continuous Improvement

Activity - Parent Interest Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parent Interest Surveys will be distributed, tallied, studied and utilized to place parents in their areas of interest and involvement in the school. Direct contact will be made when inviting parents to be involved in school activities. | Parent Involvement | 10/03/2016 | 05/30/2017 | $0 | No Funding Required | Family Resource Center Director and Parent Teacher Organization |

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Family Math Night will allow students to participate in a variety of math games and activities while parents are learning math strategies and concepts to use with their children that will reinforce classroom learning.	Other - Parent Education and Student Enrichment , Parent Involvement	01/19/2017	01/19/2017	$1000	Title I Part A	Family Resource Center Director, District Math Coaches, School Administrators and Classroom Teachers

Activity - Title I Parent Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic and non-academic information and strategies that will enhance the home-school connection will be made available to parents during the parent/teacher conference. General information about the School-Wide Title Program and snacks will also be available to families.	Parent Involvement	11/07/2016	11/07/2016	$1000	Title I Part A	Family Resource Center Director, RtI Staff, Administrators, and District Title Coordinator (as a resource)

Goal 3: 2016-2018: Decrease the percentage of students scoring at the novice level.

Measurable Objective 1:

10% of Economically Disadvantaged students will increase student growth   in Reading by 09/29/2017 as measured by a 10% reduction in the number of novice KPREP Reading scores.

Strategy 1:

Student Work Analysis - All teachers will participate in student work analysis sessions with an emphasis on written responses.

Category: Continuous Improvement

Research Cited: The Power Of Feedback: http://rer.sagepub.com/content/77/1/81.short

Activity - ELA and Math PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA Coach will add a second ELA PLC meeting per month for grade level teachers. The ELA Coach will lead the PLC, with a focus on the analysis of students' written responses. First, second, and third grade teachers will bring recent short answer responses from their students to each meeting. Fourth and fifth grade teachers will bring recent extended responses from their students to each meeting. Teachers will use the Plan, Do, Study, Act format to identify students who may be novice and plan a course of action for next steps. The principal and CRA will convene teachers for a second math PLC meeting per month as well. The work described above will also be done in the area of math in order to increase student achievement on math written responses.	Professional Learning	01/03/2017	09/29/2017	$0	No Funding Required	ELA Coach, Principal, CRA, and grade-level teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be conducted during faculty meeting learning time. Administrators will lead a review of a previously taught formative assessment module focused on student work analysis. A review of this module will increase the effectiveness of student work analysis during grade-level PLCs.	Professional Learning	01/09/2017	01/09/2017	$0	No Funding Required	Principal, CRA and Teacher Leadership Network representatives

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal and CRA will monitor the use of the Plan, Do, Study, Act (PDSA) Template during reading and math PLCs. During walkthroughs, the principal and CRA will monitor for the implementation of strategies identified during the plan of action portion of the PDSA Template.	Professional Learning	01/03/2017	09/29/2017	$0	No Funding Required	Principal and CRA

Goal 4: 2016-2018: Increase proficiency ratings in writing for all students.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in Writing by 09/30/2017 as measured by KPREP results .

Strategy 1:

On-Demand Assessment and Writing Folder Checks - Fifth grade teachers will increase the number of on-demand practice opportunities for students. Beginning in January, all fifth grade students will have two on-demand practice sessions per month. Upon completion, fifth grade teachers will analyze student writing together in order to identify strengths and opportunities for growth for all students. They will carefully select three exemplars to share with their classes. Teachers will then present

the exemplars for careful analysis and discussion on ways to improve each piece.

In addition, the Literacy Coach, in collaboration with intermediate and primary writing teacher leaders, will conduct writing folder checks twice per school year. The Writing team will analyze the quality of student writing pieces, the alignment of the writing pieces to grade level requirements, and the teacher feedback provided to students. Teachers will receive quality feedback from these representatives to improve instruction and increase student achievement.

Category: Continuous Improvement

Research Cited: The impact of teacher written feedback on individual writers http://www.sciencedirect.com/science/article/pii/S1060374398900170

Activity - ELA PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One of the two ELA PLC meetings per month will be devoted solely to writing assessment. The school's literacy coach will meet with the fifth grade team to share information related to best practice in writing and to analyze student writing pieces.	Professional Learning	01/03/2017	09/29/2017	$0	No Funding Required	ELA Coach, 5th Grade Teachers, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three hours of professional development in the area of writing will be added to our current PD Plan. Topics to be covered will include: writing folder requirements, paragraph structure in larger pieces, and using writing rubrics and exemplars.	Professional Learning	01/03/2017	09/29/2017	$0	No Funding Required	ELA Coach and Writing Teacher Leaders

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to writing folder checks, the Literacy coach will create a Plan, Do, Study, Act template to assist teachers in analyzing on-demand student writings. This analysis will take place during monthly grade level ELA PLCs to allow teachers to collaboratively identify areas for improvement, plans steps for improvement, implement the plan, and reflect on the effectiveness of the plan.	Professional Learning	01/03/2017	09/29/2017	$0	No Funding Required	Literacy Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Math Night	Family Math Night will allow students to participate in a variety of math games and activities while parents are learning math strategies and concepts to use with their children that will reinforce classroom learning.	Other - Parent Education and Student Enrichment , Parent Involvement	01/19/2017	01/19/2017	$1000	Family Resource Center Director, District Math Coaches, School Administrators and Classroom Teachers
Title I Parent Meeting	Academic and non-academic information and strategies that will enhance the home-school connection will be made available to parents during the parent/teacher conference. General information about the School-Wide Title Program and snacks will also be available to families.	Parent Involvement	11/07/2016	11/07/2016	$1000	Family Resource Center Director, RtI Staff, Administrators, and District Title Coordinator (as a resource)
				Total	$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction: Word-Conscious Classrooms	Math Academic Vocabulary Instruction- Teachers will create word-conscious classrooms. Teachers will integrate metacognition about words, motivate students to learn words, and create deep and lasting interest in words. They will also provide students with visuals related to math vocabulary for each unit In Stepping Stones. Examples of visuals include word rings, individual word lists for desks, and vocabulary notebooks. In addition, all teachers will display a math word wall that will be referred to during instruction and updated by unit.	Direct Instruction	10/03/2016	05/30/2017	$0	Math Teachers and CRA

Monitoring and Feedback	Administrators will monitor the implementation of academic vocabulary instruction during walkthroughs and formal observations. The current math walkthrough instrument will be revised to include specific look-fors related to academic vocabulary instruction, including: increased amount of reading, explicit vocabulary instruction, instruction on word learning strategies, and evidence of word-conscious classrooms. Administrators will also focus on academic vocabulary instruction when observing and giving feedback on the instruction domain of The Framework for Teaching.	Professional Learning	10/03/2016	05/30/2017	$0	Principal, CRA
Monitoring	The Principal and CRA will monitor the use of the Plan, Do, Study, Act (PDSA) Template during reading and math PLCs. During walkthroughs, the principal and CRA will monitor for the implementation of strategies identified during the plan of action portion of the PDSA Template.	Professional Learning	01/03/2017	09/29/2017	$0	Principal and CRA
Professional Development	Three hours of professional development in the area of writing will be added to our current PD Plan. Topics to be covered will include: writing folder requirements, paragraph structure in larger pieces, and using writing rubrics and exemplars.	Professional Learning	01/03/2017	09/29/2017	$0	ELA Coach and Writing Teacher Leaders
ELA and Math PLCs	The ELA Coach will add a second ELA PLC meeting per month for grade level teachers. The ELA Coach will lead the PLC, with a focus on the analysis of students' written responses. First, second, and third grade teachers will bring recent short answer responses from their students to each meeting. Fourth and fifth grade teachers will bring recent extended responses from their students to each meeting. Teachers will use the Plan, Do, Study, Act format to identify students who may be novice and plan a course of action for next steps. The principal and CRA will convene teachers for a second math PLC meeting per month as well. The work described above will also be done in the area of math in order to increase student achievement on math written responses.	Professional Learning	01/03/2017	09/29/2017	$0	ELA Coach, Principal, CRA, and grade-level teachers
Math PLCs	Administrators will meet with teachers for a second monthly math PLC. The focus of this PLC meeting will be two-fold: 1. discuss the implementation of strategies learned through the book study, How to Teach Academic Vocabulary or Word Nerds 2. analyze assessments and student work, using the sorting protocol (wow/got it/not there yet)	Professional Learning	10/03/2016	05/30/2017	$0	Principal, CRA, Math Teachers
ELA PLC	One of the two ELA PLC meetings per month will be devoted solely to writing assessment. The school's literacy coach will meet with the fifth grade team to share information related to best practice in writing and to analyze student writing pieces.	Professional Learning	01/03/2017	09/29/2017	$0	ELA Coach, 5th Grade Teachers, and Administrators

Comprehensive School Improvement Plan

Brookside Elementary School

Faculty Meeting Learning Time	During monthly faculty meetings, administrators and Teacher Leadership Network representatives will present learning modules on academic vocabulary instruction. Teacher Leadership Network representatives will follow up with teachers during grade level planning meetings and math PLCs.	Professional Learning	09/05/2016	05/30/2017	$0	Administrators, Teacher Leadership Network representatives, Math Teachers
Monitoring	In addition to writing folder checks, the Literacy coach will create a Plan, Do, Study, Act template to assist teachers in analyzing on-demand student writings. This analysis will take place during monthly grade level ELA PLCs to allow teachers to collaboratively identify areas for improvement, plans steps for improvement, implement the plan, and reflect on the effectiveness of the plan.	Professional Learning	01/03/2017	09/29/2017	$0	Literacy Coach
Professional Development	Professional development will be conducted during faculty meeting learning time. Administrators will lead a review of a previously taught formative assessment module focused on student work analysis. A review of this module will increase the effectiveness of student work analysis during grade-level PLCs.	Professional Learning	01/09/2017	01/09/2017	$0	Principal, CRA and Teacher Leadership Network representatives
Instruction: Short Answer and Extended Response Word Banks	Math Academic Vocabulary Instruction- Math word banks will be provided for short answer and extended response questions. Initially, there will be extensive modeling of the use of these word banks by teachers. For a period of time, students will make use of word banks to construct their responses. Ultimately, students will be expected to incorporate academic vocabulary into their responses independently without the use of word banks.	Direct Instruction	10/03/2016	05/30/2017	$0	Math Teachers
Parent Interest Surveys	Parent Interest Surveys will be distributed, tallied, studied and utilized to place parents in their areas of interest and involvement in the school. Direct contact will be made when inviting parents to be involved in school activities.	Parent Involvement	10/03/2016	05/30/2017	$0	Family Resource Center Director and Parent Teacher Organization
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academic Vocabulary Professional Development	All math teachers will participate in a book study of How To Teach Academic Vocabulary and/or Word Nerds. During monthly Math PLCs, administrators and teachers will discuss strategies presented in the book and reflect upon those that were most effective when implemented.	Professional Learning	10/03/2016	05/30/2017	$400	Principal, CRA, Math Teachers
				Total	$400	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
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		

Comprehensive School Improvement Plan
Brookside Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

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		

Comprehensive School Improvement Plan

Brookside Elementary School

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	N/A	Our para educators don't perform non-instructional duties.	

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

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

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

Phase II - 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.

N/A (this question does not apply)

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

Goal 1:

2016-2018: Increase proficiency rates in writing for all students.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency   in Writing by 09/30/2017 as measured by KPREP results .

Strategy1:

On-Demand Assessment and Writing Folder Checks - Fifth grade teachers will increase the number of on-demand practice opportunities for students. Beginning in January, all fifth grade students will have two on-demand practice sessions per month. Upon completion, fifth grade teachers will analyze student writing together in order to identify strengths and opportunities for growth for all students. They will carefully select three exemplars to share with their classes. Teachers will then present the exemplars for careful analysis and discussion on ways to improve each piece.

In addition, the Literacy Coach, in collaboration with intermediate and primary writing teacher leaders, will conduct writing folder checks twice per school year. The Writing team will analyze the quality of student writing pieces, the alignment of the writing pieces to grade level requirements, and the teacher feedback provided to students. Teachers will receive quality feedback from these representatives to improve instruction and increase student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to writing folder checks, the Literacy coach will create a Plan, Do, Study, Act template to assist teachers in analyzing on-demand student writings. This analysis will take place during monthly grade level ELA PLCs to allow teachers to collaboratively identify areas for improvement, plans steps for improvement, implement the plan, and reflect on the effectiveness of the plan.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	Literacy Coach

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One of the two ELA PLC meetings per month will be devoted solely to writing assessment. The school's literacy coach will meet with the fifth grade team to share information related to best practice in writing and to analyze student writing pieces.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	ELA Coach, 5th Grade Teachers, and Administrators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three hours of professional development in the area of writing will be added to our current PD Plan. Topics to be covered will include: writing folder requirements, paragraph structure in larger pieces, and using writing rubrics and exemplars.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	ELA Coach and Writing Teacher Leaders

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

2016/2017: Increase the average combined reading and math proficiency ratings for Kentucky students in the non-duplicated gap group from 37.3% to 56.1% in 2017

Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency from X to Y in Mathematics by 05/30/2017 as measured by KPREP math scores .

Strategy1:

Math Academic Vocabulary Instruction - All math teachers at Brookside Elementary School will use systematic and explicit direct vocabulary instruction in mathematics.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Brookside Elementary School

Activity - Monitoring and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of academic vocabulary instruction during walkthroughs and formal observations. The current math walkthrough instrument will be revised to include specific look-fors related to academic vocabulary instruction, including: increased amount of reading, explicit vocabulary instruction, instruction on word learning strategies, and evidence of word-conscious classrooms. Administrators will also focus on academic vocabulary instruction when observing and giving feedback on the instruction domain of The Framework for Teaching.	Professional Learning	10/03/2016	05/30/2017	$0 - No Funding Required	Principal, CRA

Activity - Faculty Meeting Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly faculty meetings, administrators and Teacher Leadership Network representatives will present learning modules on academic vocabulary instruction. Teacher Leadership Network representatives will follow up with teachers during grade level planning meetings and math PLCs.	Professional Learning	09/05/2016	05/30/2017	$0 - No Funding Required	Administrators, Teacher Leadership Network representatives, Math Teachers

Activity - Instruction: Short Answer and Extended Response Word Banks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Academic Vocabulary Instruction- Math word banks will be provided for short answer and extended response questions. Initially, there will be extensive modeling of the use of these word banks by teachers. For a period of time, students will make use of word banks to construct their responses. Ultimately, students will be expected to incorporate academic vocabulary into their responses independently without the use of word banks.	Direct Instruction	10/03/2016	05/30/2017	$0 - No Funding Required	Math Teachers

Activity - Academic Vocabulary Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in a book study of How To Teach Academic Vocabulary and/or Word Nerds. During monthly Math PLCs, administrators and teachers will discuss strategies presented in the book and reflect upon those that were most effective when implemented.	Professional Learning	10/03/2016	05/30/2017	$400 - Other	Principal, CRA, Math Teachers

Activity - Instruction: Word-Conscious Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Academic Vocabulary Instruction- Teachers will create word-conscious classrooms. Teachers will integrate metacognition about words, motivate students to learn words, and create deep and lasting interest in words. They will also provide students with visuals related to math vocabulary for each unit In Stepping Stones. Examples of visuals include word rings, individual word lists for desks, and vocabulary notebooks. In addition, all teachers will display a math word wall that will be referred to during instruction and updated by unit.	Direct Instruction	10/03/2016	05/30/2017	$0 - No Funding Required	Math Teachers and CRA

Activity - Math PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will meet with teachers for a second monthly math PLC. The focus of this PLC meeting will be two-fold: 1. discuss the implementation of strategies learned through the book study, How to Teach Academic Vocabulary or Word Nerds 2. analyze assessments and student work, using the sorting protocol (wow/got it/not there yet)	Professional Learning	10/03/2016	05/30/2017	$0 - No Funding Required	Principal, CRA, Math Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2016/2017: Increase the average combined reading and math proficiency ratings for Kentucky students in the non-duplicated gap group from 37.3% to 56.1% in 2017

Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency from X to Y in Mathematics by 05/30/2017 as measured by KPREP math scores .

Strategy1:

Math Academic Vocabulary Instruction - All math teachers at Brookside Elementary School will use systematic and explicit direct vocabulary instruction in mathematics.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring and Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will monitor the implementation of academic vocabulary instruction during walkthroughs and formal observations. The current math walkthrough instrument will be revised to include specific look-fors related to academic vocabulary instruction, including: increased amount of reading, explicit vocabulary instruction, instruction on word learning strategies, and evidence of word-conscious classrooms. Administrators will also focus on academic vocabulary instruction when observing and giving feedback on the instruction domain of The Framework for Teaching.	Professional Learning	10/03/2016	05/30/2017	$0 - No Funding Required	Principal, CRA

Activity - Faculty Meeting Learning Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During monthly faculty meetings, administrators and Teacher Leadership Network representatives will present learning modules on academic vocabulary instruction. Teacher Leadership Network representatives will follow up with teachers during grade level planning meetings and math PLCs.	Professional Learning	09/05/2016	05/30/2017	$0 - No Funding Required	Administrators, Teacher Leadership Network representatives, Math Teachers

Activity - Academic Vocabulary Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math teachers will participate in a book study of How To Teach Academic Vocabulary and/or Word Nerds. During monthly Math PLCs, administrators and teachers will discuss strategies presented in the book and reflect upon those that were most effective when implemented.	Professional Learning	10/03/2016	05/30/2017	$400 - Other	Principal, CRA, Math Teachers

Activity - Math PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will meet with teachers for a second monthly math PLC. The focus of this PLC meeting will be two-fold: 1. discuss the implementation of strategies learned through the book study, How to Teach Academic Vocabulary or Word Nerds 2. analyze assessments and student work, using the sorting protocol (wow/got it/not there yet)	Professional Learning	10/03/2016	05/30/2017	$0 - No Funding Required	Principal, CRA, Math Teachers

Activity - Instruction: Word-Conscious Classrooms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Academic Vocabulary Instruction- Teachers will create word-conscious classrooms. Teachers will integrate metacognition about words, motivate students to learn words, and create deep and lasting interest in words. They will also provide students with visuals related to math vocabulary for each unit In Stepping Stones. Examples of visuals include word rings, individual word lists for desks, and vocabulary notebooks. In addition, all teachers will display a math word wall that will be referred to during instruction and updated by unit.	Direct Instruction	10/03/2016	05/30/2017	$0 - No Funding Required	Math Teachers and CRA

Activity - Instruction: Short Answer and Extended Response Word Banks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math Academic Vocabulary Instruction- Math word banks will be provided for short answer and extended response questions. Initially, there will be extensive modeling of the use of these word banks by teachers. For a period of time, students will make use of word banks to construct their responses. Ultimately, students will be expected to incorporate academic vocabulary into their responses independently without the use of word banks.	Direct Instruction	10/03/2016	05/30/2017	$0 - No Funding Required	Math Teachers

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:

2016-2018: Increase proficiency rates in writing for all students.

Measurable Objective 1:

60% of All Students will demonstrate a proficiency   in Writing by 09/30/2017 as measured by KPREP results .

Strategy1:

On-Demand Assessment and Writing Folder Checks - Fifth grade teachers will increase the number of on-demand practice opportunities for

students. Beginning in January, all fifth grade students will have two on-demand practice sessions per month. Upon completion, fifth grade

teachers will analyze student writing together in order to identify strengths and opportunities for growth for all students. They will carefully select three exemplars to share with their classes. Teachers will then present the exemplars for careful analysis and discussion on ways to improve each piece.

In addition, the Literacy Coach, in collaboration with intermediate and primary writing teacher leaders, will conduct writing folder checks twice per school year. The Writing team will analyze the quality of student writing pieces, the alignment of the writing pieces to grade level requirements, and the teacher feedback provided to students. Teachers will receive quality feedback from these representatives to improve instruction and increase student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In addition to writing folder checks, the Literacy coach will create a Plan, Do, Study, Act template to assist teachers in analyzing on-demand student writings. This analysis will take place during monthly grade level ELA PLCs to allow teachers to collaboratively identify areas for improvement, plans steps for improvement, implement the plan, and reflect on the effectiveness of the plan.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	Literacy Coach

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Three hours of professional development in the area of writing will be added to our current PD Plan. Topics to be covered will include: writing folder requirements, paragraph structure in larger pieces, and using writing rubrics and exemplars.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	ELA Coach and Writing Teacher Leaders

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One of the two ELA PLC meetings per month will be devoted solely to writing assessment. The school's literacy coach will meet with the fifth grade team to share information related to best practice in writing and to analyze student writing pieces.	Professional Learning	01/03/2017	09/29/2017	$0 - No Funding Required	ELA Coach, 5th Grade Teachers, and Administrators

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?

Brookside Elementary School is one of six elementary schools in Jessamine County, located in Nicholasville, Kentucky. Brookside currently serves four hundred seventy-five students and their families. Brookside's student population is diverse. Sixty percent of the students at Brookside receive free or reduced lunch. There are roughly fifty students with disabilities receiving special education services. Approximately ten percent of the population is considered to be in the minority. Roughly ten students receive services through our English Language LearnersProgram.The faculty/staff working with the students is not as diverse. Of the seventy faculty/staff members, only one is classified minority. Faculty and staff members range in age (22-65) and years of experience (1-30). Brookside has two administrators, one guidance counselor, and a Family Resource Director who oversees the Family Resource Center.

Brookside believes strongly in the home-school connection and considers fostering the relationship within the Brookside community (students and their parents) a priority. Efforts are made to reach out to the Brookside community and get them involved in school activities. While there is good participation in most events, individual involvement and support are not always consistent. Attendance is often low at the Parent Teacher Organization's meetings, leaving most of the work done by the organization to a small number of volunteers. Nicholasville is considered a "bedroom" community, as many families live in Nicholasville, but work in Lexington, which is a much larger city just north of Nicholasville. Therefore, many of the working parents and caretakers that Brookside serves are unavailable during the school day for volunteering, chaperoning, etc.. The high percentage of free and reduced lunch students at Brookside indicates that many of the families served are struggling financially. While those families may be willing to help out at school, they are often working long hours and/or have limited transportation. Therefore, they are often unavailable to support the school. Another factor for the low level of parent involvement from the Brookside community is the high number of transient students. Although Bookside feels supported by the community at large and the Brookside community to a certain extent, the day to day involvement is not what is desired. This is certainly a challenge for the school's faculty, staff and administration. It is Brookside's belief that a strong home-school partnership strengthens a school, so we continue to work to improve collaboration with families.

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.

*Brookside's Vision:

Brookside Elementary School's goal is to produce lifelong learners who are caring, responsible, and productive in their community. Brookside's school-wide expectations are clearly defined and reinforced throughout the year. School-wide expectations are centered aroundthe Seven Habits of Highly Effective People. The Leader In Me by Steven Covey is used as a reference. Students are recognized forexhibiting the seven habits and leadership characteristics.

*Brookside's Mission:

Brookside Elementary School's mission is to foster a caring, productive, and engaging environment, where all students can reach their fullpotential to learn, think, communicate and perform at high levels.

Brookside's mission statement is supported by the LEADER initiative, the character education program, and programs/strategies used inclassrooms daily:

Productivity- Students are held to high standards, as all teachers focus instruction on the common core standards. Standards-based gradingis used by all teachers as well. Student work is rigorous, as it aligns to the standards. The result is high student productivity.

Engagement- In addition to focusing on rigor, student engagement is also a high priority. This has been a district initiative, as all teachers have attended Kagan trainings and materials have been purchased to support its implementation. Project-based learning, technology integration, and Reading Workshop strategies are all effective tools in increasing student engagement. Principals monitor the level of student engagement during weekly walkthroughs and more formal evaluations.

Thinking- Learning requires thinking. Brookside teachers focus on higher level questioning that requires students to do higher-order thinking. Training has been offered on the different levels of questioning and continues to be a focus of discussion and administrator walkthroughs. Thinking Strategies are embedded in instruction.

Communication- The new speaking and listening standards have increased the focus on communication skills. All classrooms have a daily Morning Meeting and Reading Workshop Share Time, in which speaking and listening skills are practiced. Other opportunities for practicing speaking and listening standards include speeches, plays, drama activities, Readers Theater, student announcements, etc.

Performance- Brookside teachers hold students to high expectations in all areas.

*Brookside's Belief Statements:

* We believe teachers and parents should encourage, guide, support, and expect ALL students to perform at their highest potential.

Brookside teachers have parent/teacher conferences throughout the year. Teachers convey the expectations for learning and behavior while encouraging parents to partner with them in reinforcing these expectations. Teachers regularly update the families on the students' progress.

* We believe teachers should be facilitators of meaningful instruction.

Brookside teachers have had trainings on the Reading Workshop model of instruction. This framework for teaching reading allows the teacher to facilitate learning and differentiate instruction for students in order to make it more meaningful to them. This same framework is often used in math and other subjects. Teachers have also been trained in teaching math conceptually in order to provide more hands-on meaningful instruction.

* We believe instruction should be differentiated to meet the needs of all children and their various learning styles.

Brookside's focus on assessment FOR learning has increased the ability to differentiate instruction. Assessment is on-going and the goal is to use it to guide instruction and meet individual student needs. Specific targeted interventions are implemented for students according to their academic needs.

* We believe student engagement is dependent upon a warm, stimulating and motivating learning environment.

Brookside administrators and faculty/staff discuss annually the need for treating students the way we want our own children treated- with love and respect and with high expectations for behavior and academic achievement. Motivating students is part of the school's focus on engaging students at high levels.

* We believe the development of student responsibility is an integral part of the learning process.

Brookside faculty, staff and administrators develop student responsibility in a variety of ways. Daily expectations for in-class work completion, homework completion, and project completion are just a few examples. In addition, students have the opportunity to exhibit responsible behaviors outside the classroom by serving on student council, the academic team, hall patrol, Student Technology Leadership Program, honors choir, and cheerleading. Teachers regularly conference with students to establish individual goals and develop action plans.

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.

Our most recent notable achievement is the 2015-2016 KPREP results. Brookside was classified as a Distinguished school, rewarded as a high performing school.

Brookside's notable achievements in the last three years include the development of extra curricular opportunities for students, something that is not typical in an elementary school, but allows students to shine in areas outside the classroom. Those include:

Student Council- The student council is made up of fourth and fifth graders elected by their peers to be a "student voice" in efforts and initiatives to make Brookside the best it can be.

Hall/Safety Patrol- Hall/Safety Patrol gives students the opportunity to serve in a leadership position. These monitors oversee students in various locations throughout the building each morning, giving praise and gentle reminders. The counselor encourages teachers to choose student monitors who are not typically chosen for leadership, but who have potential in that area.

Student Technology Leadership Program (STLP)- STLP gives tech-savvy students a chance to participate in a project related to technology. In the past, STLP students created a "Top Ten Things About BES" video and submitted it into a competition at the University of Kentucky in which it received third place.

Yearbook Club- The Yearbook Club gives students who are interested in photography and/or journalism the chance to explore those interests.

Honors Choir- The Honors Choir gives students interested in singing a chance to participate in a district choir and a regional event. The choiralso performs annually for all of the elementary schools in the district.

Academic Team/Future Problem Solving Team - Intermediate students are given an opportunity to compete against other students in the district and region. In 2014-2015, Brookside's team placed first in the District Governor's Cup Competition, first in Future Problem Solving,and first in Quick Recall. Ten individual students earned recognition by placing in the top five on individual academic assessments at the District Governor's Cup. At the regional competition, Brookside also placed first in Future Problem Solving.

4-H - Fourth grade students are involved in monthly 4-H classes at Brookside. Students have the opportunity to participate in the 4-H demonstration competition. Many students placed first, second, or third in the district and region competitions.

Superintendent Forum - Two intermediate students are chosen to attend regular meetings with the superintendent to discuss a variety of topics related to school improvement.

Brookside teachers received JCEF grants for technology to be used in the classroom. Our district has also provided funds for Chrome Books to be used for intervention purposes, which has allowed for two full class sets to be purchased.

School-wide club days - All students participate in a club of choice once per nine weeks. Clubs are led by faculty and staff members.

In the next three years, the school would like to continue to offer students these opportunities to excel. Based on student interests, we would like to offer additional activities in which the students can participate.

According to the most recent KPREP data analysis, areas for improvement have been identified. Many initiatives have been implemented to address these areas such as weekly planning meetings, shared leadership team meetings, and Professional Learning Communities. School and district administrators conduct frequent walkthroughs/observation and provide face-to-face feedback. Brookside's leadership team has also established a CORE Reading Expectations document and a CORE Math Expectations document.

Additional Information

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

There are many wonderful things about Brookside. Brookside is a great place to teach and learn. In the Kentucky TELL survey given to all faculty/staff members, Brookside ranked high in the district in terms of job satisfaction. In a recent survey given to teachers, parents, and students, Brookside ranked highest in the district in terms of overall satisfaction. The faculty, staff and administrators have worked hard to create a warm and inviting climate and culture for students, families and staff. It is our belief that happy students, parents, and faculty members are able to focus on student achievement and are more productive.

While Brookside is committed to preparing students to be 21st Century Learners, it is a challenge given our limited resources for technology. When Brookside was renovated ten years ago, additional technology wasn't included in the renovation. More recently renovated schools in the district have acquired technology as part of the renovation. For Brookside, the acquisition of technology has been difficult. Although the school and district recognize its value, the cost is prohibitive. Any additional money that becomes available and is not ear-marked for a more pressing need, is used for the purchase of technology. Unfortunately, funds often go toward replacing outdated or obsolete technology. Currently, Brookside has a computer lab and two mobile labs that are available for computer classes and check out. Each classroom has one or two computers for teacher and student use. Five classrooms have mounted smart boards and there are five others that are not mounted. Nine eBeams have been purchased and are being used in classrooms.   Many classrooms have a

document camera for instructional purposes. However, in order for our students to be college and career ready for the digital world in which they are living, Brookside must have more technology in the hands of students on a regular and consistent basis.