



Comprehensive School Improvement Plan

Charles Straub Elementary School
Mason County

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Introduction

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

Straub Elementary, built in 1980, is a Preschool through Kindergarten (Primary) school located in Mason County serving approximately 877 students (138 Pre-school, 278 Kindergarten, 241 First Grade, and 220 Second Grade students).

The school is made up of 61 highly qualified teachers (7 Pre-school, 13 Kindergarten, 11 First Grade, 10 Second Grade, 12 Special Education, 4 Reading Interventionists and 4 Activity Teachers) as well as a Principal, Assistant Principal, and Guidance Counselor.

Straub's student minority population is slightly diverse comprising of 14% of the total population (Asian, Hispanic/Latino, Black or African American).

In previous years, over 60% of the school's population received free/reduced lunch. For the 2012-2013 school year, Straub joined the CEO, a federal grant allowing all students to receive a free breakfast and lunch.

Known for its agricultural roots, Mason County is now considered more of an industrial/ manufacturing area. In 2011, the unemployment rate was 8.9%.

Nestled along the Ohio River, Maysville is rich with history including the Underground Railroad, Old Washington, and the Russell Theater (Rosemary Clooney).

Maysville serves as an economic hub for surrounding small communities. Its central location between Cincinnati, Lexington, and Ashland provides opportunities for commerce.

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.

The purpose of Charles Straub Elementary School Council is to address the academic, social, and emotional needs of our students in order to set school policy that will enhance student achievement and help each student meet the goals established by the school council, consistent with state laws. The school council will assess, monitor, and evaluate the policies and programs of Charles Straub Elementary School.

Beyond the formal purpose statement adopted by the school's SBDM council, Straub Elementary is home to highly qualified administrators, teachers, and staff who work closely within a Professional Learning Community of parents and volunteers to ensure that every child receives a quality education.

Straub staff members value the relationships built among all stakeholders and embodies its purpose by conducting home visits, transitioning efforts, and utilizing all community resources to ensure students' needs are met. We strive to know each child personally: emotionally, academically, behaviorally, and physically (Basic needs).

Formally, Straub Elementary has adopted a mission statement stating: The mission of Straub Elementary School shall be to provide an appropriate primary program for all children that fosters continuous development of their social, emotional, physical, aesthetic, and academic needs in cooperation with the home and community.

More importantly, we believe that "the tradition begins here" as we maintain high expectations for all students to grow and develop to their maximum potential.

Notable Achievements and Areas of Improvement

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

Since the first testing administration of MAP (Measures of Academic Performance) in 2009, Straub Elementary has demonstrated a steady growth of academic performance in Reading and Mathematics. The school attributes its success to many factors including: instructional focus on Literacy and Mathematics, alignment to The Common Core Standards, collaborative efforts within a Professional Learning Community, and a district focus on time, professional development, and resources.

With the school's focus on 21st century learning, the second grade STLP (Student Technology Leadership Program) has excelled in regional and state competitions over the last three years.

Over the next three years, Straub Elementary will strive to continue efforts of incorporating best practices and utilizing data to inform instruction in order to ensure all students reach proficiency in Reading and Mathematics.

Additional Information

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

Mason County Schools has dedicated its time, resources and professional development toward building a 21st Century learning climate. The school provides many technology tools for student and teacher use in every classroom with a SMART Board, two I-Pads, and two Mac Books. Straub Elementary also houses two fully functioning Mac Labs and twelve I-Macs in the Media Center. The technology goal of the school is to prepare students for the ever- changing global economy.

Straub Elementary collaborates with local community agencies in enhancing the academic, behavioral, and social growth of our students. Examples include: Boy's and Girl's Club after school programs (Tutoring), YMCA's Backpack Program, Maysville Police Department/ Mason County Sheriff's Office/ Maysville Fire Department (Safety patrols and education), Maysville Community and Technical College (Cultural Art's programs), Comprehend (School- Based Therapy), Retired & Senior Volunteer Program and Foster Grandparent Program.

2013-2014 Straub Elementary Comprehensive School Improvement Plan

Overview

Plan Name

2013-2014 Straub Elementary Comprehensive School Improvement Plan

Plan Description

A plan to improve student achievement and Teacher effectiveness

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 7 Activities: 16	Organizational	\$2035
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 7 Activities: 16	Organizational	\$361370

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy 1:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0	No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000- already noted in Writing Activity). Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff
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Activity - Measures of Academic Progress (MAP) Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Straub Staff

Strategy 2:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71:

"Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutlier, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level.</p> <p>The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)</p>	Professional Learning	12/05/2013	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Straub Writing Team
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Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process.</p> <p>Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk ((Rural and Low Income Funding: \$1000) (Per Guided Self- Study Data/ next steps)</p>	Policy and Process	02/03/2014	05/30/2014	\$1000	Other	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Strategy 3:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Curriculum Team will utilize the next steps data from the K-5 Guided Self-Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Curriculum Team
Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff
Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$263), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$773	Title I Part A	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM
Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity), Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Straub Staff
Activity - Educational Technology Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ Computers (\$24,389). (Title 1, Part A Funding: \$35135, noted under Goal 2).	Technology	07/01/2013	06/30/2014	\$0	No Funding Required	Straub Administrative Staff

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Strategy 4:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$0	No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

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Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...)	Parent Involvement	07/01/2013	08/30/2013	\$262	Title I Part A	Straub Staff

Strategy 5:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy 6:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data

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that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy 7:

Reduce Classroom Size - Maintain enough teachers to reduce the classroom size to positively impact student engagement in the learning process.

Research Cited: http://kltprc.info/policynotes/pn0025_class_size.pdf

States have responded to research by working to lower class size at all grade levels, but the maximum benefits are realized in classes of 18 or fewer students in the early grades when they are sustained, ideally for four years, and focused on at-risk students. However, CSR will require additional funding for salaries, classroom construction, and professional development to avoid unintended consequences.

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher. (Title 1, Part A funding: \$303288- noted in Goal 2)	Class Size Reduction	07/01/2013	06/30/2014	\$0	No Funding Required	Straub Administrative Staff

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy 1:

Assessment Clearinghouse - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

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K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0	No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000-already noted in Writing Activity.) (Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

Activity - Measures of Academic Progress (MAP) Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$9500	Title I Part A	Straub Administrative Staff, Straub Staff

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Strategy 2:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Straub Writing Team

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk (\$1,000) (Rural and Low Income Funding: \$1000-noted under Goal 1). (Per Guided Self- Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee
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Strategy 3:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0	No Funding Required	Straub Administrative Staff, Curriculum Team

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Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff
Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$125), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$635	Title I Part A, Other	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM
Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity) Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$1000	Other	Straub Administrative Staff, Straub Staff
Activity - Educational Technology Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ computers (\$24,389).	Technology	07/01/2013	06/30/2014	\$35135	Title I Part A	Straub Administrative Staff

Strategy 4:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

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All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$150	Title I Part A	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies) Per Read To Achieve (RTA) Grant requirements, lead teacher will attend the Ky Reading Conference (\$150).
Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...) (Title 1, Part A funding: \$262- noted in Goal 1)	Parent Involvement	07/01/2013	08/30/2013	\$11662	Title I Part A	Straub Staff

Strategy 5:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

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Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy 6:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0	No Funding Required	Straub Administrative Team, SBDM, Budget Committee

Strategy 7:

Reduce Classroom Size - Maintain enough teachers to reduce the classroom size to positively impact student engagement in the learning process.

Research Cited: http://kltprc.info/policynotes/pn0025_class_size.pdf

States have responded to research by working to lower class size at all grade levels, but the maximum benefits are realized in classes of 18 or fewer students

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in the early grades when they are sustained, ideally for four years, and focused on at-risk students. However, CSR will require additional funding for salaries, classroom construction, and professional development to avoid unintended consequences.

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher.	Class Size Reduction	07/01/2013	06/30/2014	\$303288	Title I Part A	Straub Administrative Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Congruency of Standards and Instruction	Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity) Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$1000	Straub Administrative Staff, Straub Staff
Math Program Adoption	K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$125), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$350	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM
Monitor Rigor and Frequency of Writing	Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk ((Rural and Low Income Funding: \$1000) (Per Guided Self- Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$1000	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee
Total					\$2350	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Home Visit Initiative	All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...) (Title 1, Part A funding: \$262- noted in Goal 1)	Parent Involvement	07/01/2013	08/30/2013	\$11662	Straub Staff
Math Program Adoption	K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$125), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$285	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM
Home Visit Initiative	All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...)	Parent Involvement	07/01/2013	08/30/2013	\$262	Straub Staff
Math Program Adoption	K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$263), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$773	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM
Reduce Classroom Size	Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher.	Class Size Reduction	07/01/2013	06/30/2014	\$303288	Straub Administrative Staff
Educational Technology Programs	Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ computers (\$24,389).	Technology	07/01/2013	06/30/2014	\$35135	Straub Administrative Staff
Measures of Academic Progress (MAP) Assessment	Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$9500	Straub Administrative Staff, Straub Staff

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Program Review Process	Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$150	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies) Per Read To Achieve (RTA) Grant requirements, lead teacher will attend the Ky Reading Conference (\$150).
Total					\$361055	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-Prep Like Assessments	K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000-already noted in Writing Activity.) (Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff
K-Prep Like Assessments	K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000- already noted in Writing Activity). Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

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Lesson Planning	Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff
Congruency of Standards and Instruction	Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity), Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0	Straub Administrative Staff, Straub Staff
Kindergarten Readiness Next Steps	Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team
Budget Committee	The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0	Straub Administrative Team, SBDM, Budget Committee
Educational Technology Programs	Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ Computers (\$24,389). (Title 1, Part A Funding: \$35135, noted under Goal 2).	Technology	07/01/2013	06/30/2014	\$0	Straub Administrative Staff

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Lesson Plan Template Development	Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0	Straub Administrative Staff, Curriculum Team
Assessment Clearinghouse Team Training	Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0	Straub Administrative Staff, Assessment Clearinghouse Committee
Assessment Clearinghouse Review Session 1	1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0	Straub Administrative Staff and Assessment Clearinghouse Committee
Measures of Academic Progress (MAP) Assessment	Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$0	Straub Administrative Staff, Straub Staff
Assessment Clearinghouse Team Training	Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0	Straub Administrative Staff, Assessment Clearinghouse Committee
Assessment Clearinghouse Review Session 1	1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0	Straub Administrative Staff and Assessment Clearinghouse Committee
Lesson Plan Template Development	Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0	Straub Administrative Staff, Curriculum Team

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Monitor Rigor and Frequency of Writing	Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk (\$1,000) (Rural and Low Income Funding: \$1000- noted under Goal 1). (Per Guided Self- Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$0	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee
Reduce Classroom Size	Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher. (Title 1, Part A funding: \$303288- noted in Goal 2)	Class Size Reduction	07/01/2013	06/30/2014	\$0	Straub Administrative Staff
Program Review Process	Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$0	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)
Lesson Planning	Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff
Kindergarten Readiness Next Steps	Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2013	05/30/2014	\$0	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

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Budget Committee	The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0	Straub Administrative Staff, SBDM, Budget Committee
K-5 Writing Team	Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self-Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0	Straub Administrative Staff, Straub Writing Team
K-5 Writing Team	Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self-Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0	Straub Administrative Staff, Straub Writing Team
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

OVERVIEW:

Straub Elementary utilizes Reading and Mathematics data at various levels (School- wide, per grade, per classroom, and per individual student) to determine strengths and weaknesses of instruction as well as students' academic needs.

Data Sources include:

Standards Based Report Cards- Common Core Standards (4 times per year)

Measures of Academic Progress (MAP)- Reading and Math (3 times per year)

Fountas and Pinnell's Benchmark Assessment System (BAS)- Reading (4 times per year)

Unit Summative Assessments- Common Core Standards (Tentatively 1-6 weeks)

Ongoing Formative Assessments- Common Core Standards (Daily)

K-PREP Data

TELL Survey

Guided Self Study

Individual student growth is monitored over time through the use of Assessment Notebooks, Cumulative Folders, and Placement Data Cards. Straub Elementary utilizes the data to inform instructional needs, however the staff collaborates within the Professional Learning Community to research and plan best practices/ strategies within the instructional structure.

2012-2013 Mason County Intermediate K-PREP Data:

Overall score: 53.2

Percentile: 33

Rank: 525 out of 730 schools

School's classification: Needs Improvement.

2013 Annual Measurable Objective (AMO) Goal was 60.7: Not met

School's Areas of Measurement, 2012 vs 2013 Points:

Achievement:

2011/12- 73.3

2012/13- 65

Gap:

2011/12- 45.6

2012/13- 35.1

Growth:

2011/12- 60

2012/13- 57.9

Overall Score:

2011/12- 59.7

SY 2013-2014

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2012/13- 53.2

Overview- School's Subject Rank for the Past 4 Years

Overall:

2009/10- 161/706

2010/11- 284/723

2011/12- 309/733

2012/13- 525/730

Overview- Performance Level Percents

2013 Reading:

Distinguished- 12.1

Proficient- 31.6

Apprentice- 27.5

Novice- 28.8

2013 Math:

Distinguished- 13.8

Proficient- 33.1

Apprentice- 34.8

Novice- 18.3

2013 Writing:

Distinguished- 5.5

Proficient- 18.5

Apprentice- 51.8

Novice- 24.1

Overview- Proficiency Target Reading and Math (% Proficient & Distinguished)

2013 Reading and Math:

Reading- 43.7

Math- 46.9

Reading and Math- 45.3 , 2014 Target- 55.8: Not met

Overview- Gap Targets (Percent Proficient & Distinguished)

2013 Non-Duplicated Gap Group Target

Reading- 34.8, 2014 Target- 50.3

Math- 36.9, 2014 Target- 46.7

Writing- 13.8, 2014 Target- 40.6

100% of Straub Staff responded to the Spring 2013 TELL (Teaching, Empowering, Leading and Learning Working Conditions) Survey. TELL provides perception data of certified educators about teaching and learning working conditions. This data is used in the ongoing improvement planning process. Straub Elementary's 2013 significant findings are:

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Improvements:

Time: Q2.1 (e.) Efforts are made to minimize the amount of routine paperwork teachers are required to do. 29.2% increase in agreement (42.9% agree in 2011 to 72.1% agree in 2013)

Community Support and Involvement: Q4.1 (b.) This school maintains clear, two-way communication with the community. 9% increase in agreement (87.7% agree in 2011 to 96.7% agree in 2013)

Maintaining Student Conduct: Q5.1 (e.) School administrators support teachers' efforts to maintain discipline in the classroom. 10.9% increase in agreement (82.5% agree in 2011 to 93.4% agree in 2013)

Teacher Leadership: Q6.1 (e.) The faculty has an effective process for making group decisions to solve problems. 14% increase in agreement (64.3% agree in 2011 to 78.3% agree in 2013)

School Leadership: Q7.1 (j.) The school improvement team provides effective leadership at this school. 11.6% increase in agreement (72% agree in 2011 to 83.6% agree in 2013)

Professional Development: Q8.1 (e.) Professional development is differentiated to meet the needs of individual teachers. 24% increase in agreement (48.1% agree in 2011 to 72.1% agree in 2013)

Instructional Practices and Support: Q9.1 (a.) State assessment data are available in time to impact instructional practices. 13.1% increase in agreement (68.6% agree in 2011 to 81.7% agree in 2013)

Overall: Q10.6 Overall, my school is a good place to work and learn. 4.1% increase in agreement (87.7% agree in 2011 to 91.8% agree in 2013)

Areas for Improvement:

Facilities and Resources: Q3.1 (h.) The reliability and speed of internet connections in this school are sufficient to support instructional practices. 15.9% decrease in agreement (98.2% agree in 2011 to 82.3% agree in 2013)

Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013-

Teacher Leadership: Q6.2 (e) ...Role teachers have at your school... the selection of teachers new to this school (36.2% agree)- new indicator for 2013-

Teacher Leadership: Q6.2 (d) ...Role teachers have at your school... determining the content of in-service professional development programs (41.7% agree)- new indicator for 2013-

A district-led Guided Self- Study occurred October 22 and 23. This study provided a "snap shot" of commendations, findings, and recommendations. Included in the study: walk-throughs, teacher interviews, teacher surveys, support staff surveys, student interviews, Special Education/ intervention review, discipline data, TELL data, student work review, lesson plan review, and teacher evaluation review. Many strengths were identified such as:

-Delivery of instruction is an overall strength. Teachers are frequently changing instructional strategies and the vast majority of students are engaged.

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Charles Straub Elementary School

- Classrooms are physically (95%) and socially (94%)engaging
- Classrooms exhibited little or no wasted instructional time (86%)
- There are teachers who can serve as models
- Teachers and staff put students first and at the center of schools
- Classroom management is not an issue

Priority next steps included in the study are:

- Fine tune congruency to the Common Core Standards
- Curriculum refinement: lesson planning
- Need an Assessment Clearinghouse Process: K-Prep like assessments, rigor, congruency to standards
- Need more vertical collaboration K-5: shared ownership in test scores

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?

Straub Elementary disaggregates all available data in multiple ways to gain insight upon the school's needs.

2012-2013 K-Prep Data denote some areas of strength when compared to the results in its entirety.

When comparing the 2012 and 2013 performance level percents, Mason County Intermediate School's results:

Math:

Increase of 2.6% in distinguished, a 0.8% increase in proficient, and an increase in novice by 0.3%:

Distinguished Math (11.2 in 2011/12 to 13.8 in 2012/13)

Proficient Math (32.3 in 2011/12 to 33.1 in 2012/13)

Apprentice Math (38.6 in 2011/12 to 34.8 in 2012/13)

Novice Math (18 in 2011/12 to 18.3 in 2012/13)

When comparing the Proficiency Target (% proficient and distinguished) in Reading and Math, Mason County Intermediate School's results:

Math: Increase of 3.4 (43.5 in 2012 and 46.9 in 2013) and is 7.9 points away from the 2014 Target of 54.8.

Reading and Math: Increase of 0.6 (44.7 in 2012 and 45.3 in 2013) and 10.5 points away from the 2014 Target of 55.8.

When comparing the Gap Target (% proficient and distinguished- non-duplicated groups) in Reading, Math, and Writing, Mason County Intermediate School's results disclosed:

Math: Increase of 3.5 (33.4 in 2012 and 36.9 in 2013) and is 9.8 points away from the 2014 Target of 50.3.

The district's universal screener, NWEA's Measures of Academic Progress (MAP) Assessment provides specific academic/accountability data for Straub Elementary School.

Whole School Analysis:

72% of K-2 students are at or above Reading Status Norms as measured by the Fall 2013 administration of MAP (Measures of Academic Progress).

67% of K-2 students are at or above Math Status Norms as measured by the Fall 2013 administration of MAP (Measures of Academic Progress).

In a comparison study (Year to year) of the Spring 2013 administration of Reading MAP (Measures of Academic Progress):

Spring 2010, 70% at or above Reading Status Norms

Spring 2011, 77% at or above Reading Status Norms

Spring 2012, 72% at or above Reading Status Norms

Spring 2013, 69% at or above Reading Status Norms

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In a comparison study (Year to year) of the Spring 2013 Math MAP (Measures of Academic Progress):

Spring 2010, 66% at or above Math Status Norms

Spring 2011, 74% at or above Math Status Norms

Spring 2012, 73% at or above Math Status Norms

Spring 2013, 79% at or above Math Status Norms

Grade Level Analysis:

Based upon the Fall 2013 administration of Reading MAP (Measures of Academic Progress):

Kindergarten: 61% at or above Reading Status Norms

First Grade: 73% at or above Reading Status Norms

Second Grade: 64% at or above Reading Status Norms

Based upon the Fall 2013 administration of Math MAP (Measures of Academic Progress):

Kindergarten: 74% at or above Reading Status Norms

First Grade: 75% at or above Reading Status Norms

Second Grade: 67% at or above Reading Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2010-1012) on the Reading MAP (Measures of Academic Progress):

Kindergarten Spring 2010, 76% at or above Reading Status Norms

First Grade Spring 2011, 77% at or above Reading Status Norms

Second Grade Spring 2012, 65% at or above Reading Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2010-1012) on the Math MAP (Measures of Academic Progress):

Kindergarten Spring 2010, 68% at or above Math Status Norms

First Grade Spring 2011, 75% at or above Math Status Norms

Second Grade Spring 2012, 75% at or above Math Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2011-2013) on the Reading MAP (Measures of Academic Progress):

Kindergarten Spring 2011, 85% at or above Reading Status Norms

First Grade Spring 2012, 74% at or above Reading Status Norms

Second Grade Spring 2013, 68% at or above Reading Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2011-2013) on the Math MAP (Measures of Academic Progress):

Kindergarten Spring 2011, 76% at or above Math Status Norms

First Grade Spring 2012, 75% at or above Math Status Norms

Second Grade Spring 2013, 80% at or above Math Status Norms

The aforementioned MAP Data reveals that the school is near reaching the "80/20 Rtl model" indicating Reading and Math core instruction is effective in meeting the needs of the students. Thus giving the school great cause for celebration.

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Furthermore, this data implies that the school's instructional practices have positively produced these results. Examples include: utilization of the research-based instructional resources (Everyday Math, Do the Math, Fountas and Pinnell's Continuum, Fountas and Pinnell's Leveled Literacy Intervention, Number Worlds, ...), collegial collaboration to revise unit summative and formative assessments increasing instructional rigor aligned with the Common Core Standards and professional development opportunities (Math congruency, focus on communication, Balanced Literacy, ...)

Straub Elementary plans to continue utilizing data to determine specific areas for professional development in Literacy and Mathematics. Additionally, all staff members will monitor students' academic growth and participate in data meetings focusing on individual students' needs. Administration will conduct intentional walk-throughs and evaluations to monitor instructional effectiveness.

Opportunities for Improvement

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

The 2012-2013 K-Prep Data revealed areas in need of improvement:

Overall 2013 Score: 53.2

Percentile: 33

Rank: 525/730 Schools

School's Classification: Needs Improvement

2013 Annual Measurable Objective (AMO) Goal: 60.7- Goal was unmet.

When comparing the 2012 and 2013 points, Mason County Intermediate School waned in each area of measurement: achievement (73.3 in 2011/12 to 65 in 2012/13), gap (45.6 in 2011/12 to 35.1 in 2012/13), and growth (60 in 2011/12 to 57.9 in 2012/13). Thus, causing a decline in the overall score (59.7 in 2011/12 to 53.2 in 2012/13).

When comparing the 2012 and 2013 performance level percents, Mason County Intermediate School's results disclosed:

Reading:

Decline of 2.7% in distinguished, a 0.5% increase in proficient, and an increase in novice by 2.3%:

Distinguished Reading (14.8 in 2011/12 to 12.1 in 2012/13)

Proficient Reading (31.1 in 2011/12 to 31.6 in 2012/13)

Apprentice Reading (27.6 in 2011/12 to 27.5 in 2012/13)

Novice Reading (26.5 in 2011/12 to 28.8 in 2012/13)

Writing:

Decrease of 0.6% in distinguished, a 9.2% increase in proficient, and an increase in novice by 11.8%:

Distinguished Writing (6.1 in 2011/12 to 5.5 in 2012/13)

Proficient Writing (27.7 in 2011/12 to 18.5 in 2012/13)

Apprentice Writing (53.9 in 2011/12 to 51.8 in 2012/13)

Novice Writing (12.3 in 2011/12 to 24.1 in 2012/13)

When comparing the Proficiency Target (% proficient and distinguished) in Reading and Math, Mason County Intermediate School's results disclosed:

Reading: Decrease of 2.2 (45.9 in 2012 and 43.7 in 2013) and is 13 points away from the 2014 Target of 56.7. Furthermore, the school did not meet the 2013 Reading and Math Target.

When comparing the Gap Target (% proficient and distinguished- non-duplicated groups) in Reading, Math, and Writing, Mason County Intermediate School's results disclosed:

Reading: Decrease of 3.1 (37.9 in 2012 and 34.8 in 2013) and is 15.5 points away from the 2014 Target of 50.3.

Writing: Decrease of 11.9 (25.7 in 2012 and 13.8 in 2013) and is 26.8 points away from the 2014 Target of 40.6.

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The district's universal screener, NWEA's Measures of Academic Progress (MAP) Assessment provides specific academic/accountability data for Straub Elementary School.

NWEA (MAP Survey with Goals 2-5) has determined projected performance on state assessment(s) based on an alignment/ linking study. Performance categories are defined by the state and are specific to each state. Based upon the Fall 2013 MAP Assessment, Straub Elementary's second graders' projected proficiency is:

29% Novice

20% Apprentice

25% Proficient

26% Distinguished

51% Proficient/ Distinguished Combined

According to the Fall 2013 MAP Reading Sub-Goal Analysis:

27% (59/230) of Kindergarten students scored below the 21st percentile ("LO") in the area of foundational skills

16% (43/272) of First Grade students scored below the 21st percentile ("LO") in the area of foundational skills

22% (45/202) of Second Grade students scored below the 21st percentile ("LO") in the area of informational reading

According to the Fall 2013 MAP Math Sub-Goal Analysis:

42% (98/231) of Kindergarten students scored below the 21st percentile ("LO") in the area of operations and algebraic thinking

16% (43/273) of First Grade students scored below the 21st percentile ("LO") in the area of operations and algebraic thinking and 16%

(43/273) of First Grade students scored below the 21st percentile ("LO") in the area of number and operations

20% (42/207) of Second Grade students scored below the 21st percentile ("LO") in the area of number and operations

In order to pinpoint strengths and weaknesses of the the K-5 "Elementary," Straub and MCIS participated in a district-led, Guided Self- Study (Self-assessment/ reflection) to collect data concerning curriculum, instruction, and assessment. The next steps derived from the self-assessment/ reflection will be used in the development/ refinement of the CSIP. Furthermore, Straub and MCIS will continue to strengthen its collaboration and congruency of instruction through Professional Learning Communities.

Conclusion

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

Straub Elementary is dedicated to its "Success for All" motto and will continue to faithfully and diligently monitor the strengths and weaknesses determined through all data sources.

Additionally, Straub Staff will continue to collaborate through the Professional Learning Community to research for, reflect upon, and revise instruction based upon best practices for student success.

KDE Assurances - School

Introduction

KDE Assurances - School

Comprehensive School Improvement Plan

Charles Straub Elementary School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	-Headstart Program, Annual Transition Day- Incoming Kindergarteners (Meet Kindergarten teachers/ staff, tour facility, participate in a short literacy activity, ...) -2nd Grade Special Needs Transition Day: Students are bussed to Mason County Intermediate School prior to our district's Transition Day. Students meet their next year's special needs teacher, tour the facility, ...) District-wide Transition Day: Annual K-12 "Move- up Day"- 2nd graders are bussed to Mason County Intermediate School (Meet next year's teacher/ staff, tour facility, participate in a "mock" schedule, ...)	

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		

Comprehensive School Improvement Plan

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

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

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		

Comprehensive School Improvement Plan

Charles Straub Elementary School

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.	No	Straub Elementary is not a Targeted Assistance School.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Straub Elementary is not a Targeted Assistance School.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Straub Elementary is not a Targeted Assistance School.	

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		

Comprehensive School Improvement Plan

Charles Straub Elementary School

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.	No	Straub Elementary is not a Targeted Assistance School.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	All our teachers are Highly Qualified as evidenced in the LEAD Report.	

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		

Comprehensive School Improvement Plan

Charles Straub Elementary School

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes		

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Title 1 funds were used to pay for three teachers' salaries to reduce class size.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	No	N/A	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Non- Applicable Goal: Title 1 Components

Measurable Objective 1:

collaborate to N/A by 05/30/2014 as measured by N/A.

Strategy1:

Non- Applicable: Title 1 Components - N/A

Research Cited: N/A

Activity - Non- Applicable: Title 1 Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
N/A	Other	07/02/2013	05/30/2014	\$0 - No Funding Required	N/A

Narrative:

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?

OVERVIEW:

Straub Elementary utilizes Reading and Mathematics data at various levels (School- wide, per grade, per classroom, and per individual student) to determine strengths and weaknesses of instruction as well as students' academic needs.

Data Sources include:

Standards Based Report Cards- Common Core Standards (4 times per year)

Measures of Academic Progress (MAP)- Reading and Math (3 times per year)

Fountas and Pinnell's Benchmark Assessment System (BAS)- Reading (4 times per year)

Unit Summative Assessments- Common Core Standards (Tentatively 1-6 weeks)

Ongoing Formative Assessments- Common Core Standards (Daily)

K-PREP Data

TELL Survey

Individual student growth is monitored over time through the use of Assessment Notebooks, Cumulative Folders, and Placement Data Cards. Straub Elementary utilizes the data to inform instructional needs, however the staff collaborates within the Professional Learning Community to research and plan best practices/ strategies within the instructional structure.

2012-2013 Mason County Intermediate K-PREP Data:

Comprehensive School Improvement Plan

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Overall score: 53.2

Percentile: 33

Rank: 525 out of 730 schools

School's classification: Needs Improvement.

2013 Annual Measurable Objective (AMO) Goal was 60.7: Not met

School's Areas of Measurement, 2012 vs 2013 Points:

Achievement:

2011/12- 73.3

2012/13- 65

Gap:

2011/12- 45.6

2012/13- 35.1

Growth:

2011/12- 60

2012/13- 57.9

Overall Score:

2011/12- 59.7

2012/13- 53.2

Overview- School's Subject Rank for the Past 4 Years

Overall:

2009/10- 161/706

2010/11- 284/723

2011/12- 309/733

2012/13- 525/730

Overview- Performance Level Percents

2013 Reading:

Distinguished- 12.1

Proficient- 31.6

Apprentice- 27.5

Novice- 28.8

2013 Math:

Distinguished- 13.8

Proficient- 33.1

Apprentice- 34.8

Novice- 18.3

2013 Writing:

Distinguished- 5.5

Comprehensive School Improvement Plan

Charles Straub Elementary School

Proficient- 18.5

Apprentice- 51.8

Novice- 24.1

Overview- Proficiency Target Reading and Math (% Proficient & Distinguished)

2013 Reading and Math:

Reading- 43.7

Math- 46.9

Reading and Math- 45.3 , 2014 Target- 55.8: Not met

Overview- Gap Targets (Percent Proficient & Distinguished)

2013 Non-Duplicated Gap Group Target

Reading- 34.8, 2014 Target- 50.3

Math- 36.9, 2014 Target- 46.7

Writing- 13.8, 2014 Target- 40.6

100% of Straub Staff responded to the Spring 2013 TELL (Teaching, Empowering, Leading and Learning Working Conditions) Survey. TELL provides perception data of certified educators about teaching and learning working conditions. This data is used in the ongoing improvement planning process. Straub Elementary's 2013 significant findings are:

Improvements:

Time: Q2.1 (e.) Efforts are made to minimize the amount of routine paperwork teachers are required to do. 29.2% increase in agreement (42.9% agree in 2011 to 72.1% agree in 2013)

Community Support and Involvement: Q4.1 (b.) This school maintains clear, two-way communication with the community. 9% increase in agreement (87.7% agree in 2011 to 96.7% agree in 2013)

Maintaining Student Conduct: Q5.1 (e.) School administrators support teachers' efforts to maintain discipline in the classroom. 10.9% increase in agreement (82.5% agree in 2011 to 93.4% agree in 2013)

Teacher Leadership: Q6.1 (e.) The faculty has an effective process for making group decisions to solve problems. 14% increase in agreement (64.3% agree in 2011 to 78.3% agree in 2013)

School Leadership: Q7.1 (j.) The school improvement team provides effective leadership at this school. 11.6% increase in agreement (72% agree in 2011 to 83.6% agree in 2013)

Professional Development: Q8.1 (e.) Professional development is differentiated to meet the needs of individual teachers. 24% increase in agreement (48.1% agree in 2011 to 72.1% agree in 2013)

Instructional Practices and Support: Q9.1 (a.) State assessment data are available in time to impact instructional practices. 13.1% increase in agreement (68.6% agree in 2011 to 81.7% agree in 2013)

Overall: Q10.6 Overall, my school is a good place to work and learn. 4.1% increase in agreement (87.7.% agree in 2011 to 91.8% agree in 2013)

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Areas for Improvement:

Facilities and Resources: Q3.1 (h.) The reliability and speed of internet connections in this school are sufficient to support instructional practices. 15.9% decrease in agreement (98.2% agree in 2011 to 82.3% agree in 2013)

Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013-

Teacher Leadership: Q6.2 (e) ...Role teachers have at your school... the selection of teachers new to this school (36.2% agree)- new indicator for 2013-

Teacher Leadership: Q6.2 (d) ...Role teachers have at your school... determining the content of in-service professional development programs (41.7% agree)- new indicator for 2013-

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?

Straub Elementary disaggregates all available data in multiple ways to gain insight upon the school's needs.

2012-2013 K-Prep Data denote some areas of strength when compared to the results in its entirety.

When comparing the 2012 and 2013 performance level percents, Mason County Intermediate School's results:

Math:

Increase of 2.6% in distinguished, a 0.8% increase in proficient, and an increase in novice by 0.3%:

Distinguished Math (11.2 in 2011/12 to 13.8 in 2012/13)

Proficient Math (32.3 in 2011/12 to 33.1 in 2012/13)

Apprentice Math (38.6 in 2011/12 to 34.8 in 2012/13)

Novice Math (18 in 2011/12 to 18.3 in 2012/13)

When comparing the Proficiency Target (% proficient and distinguished) in Reading and Math, Mason County Intermediate School's results:

Math: Increase of 3.4 (43.5 in 2012 and 46.9 in 2013) and is 7.9 points away from the 2014 Target of 54.8.

Reading and Math: Increase of 0.6 (44.7 in 2012 and 45.3 in 2013) and 10.5 points away from the 2014 Target of 55.8.

When comparing the Gap Target (% proficient and distinguished- non-duplicated groups) in Reading, Math, and Writing, Mason County Intermediate School's results disclosed:

Math: Increase of 3.5 (33.4 in 2012 and 36.9 in 2013) and is 9.8 points away from the 2014 Target of 50.3.

The district's universal screener, NWEA's Measures of Academic Progress (MAP) Assessment provides specific academic/accountability data for Straub Elementary School.

Whole School Analysis:

72% of K-2 students are at or above Reading Status Norms as measured by the Fall 2013 administration of MAP (Measures of Academic Progress).

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67% of K-2 students are at or above Math Status Norms as measured by the Fall 2013 administration of MAP (Measures of Academic Progress).

In a comparison study (Year to year) of the Spring 2013 administration of Reading MAP (Measures of Academic Progress):

Spring 2010, 70% at or above Reading Status Norms

Spring 2011, 77% at or above Reading Status Norms

Spring 2012, 72% at or above Reading Status Norms

Spring 2013, 69% at or above Reading Status Norms

In a comparison study (Year to year) of the Spring 2013 Math MAP (Measures of Academic Progress):

Spring 2010, 66% at or above Math Status Norms

Spring 2011, 74% at or above Math Status Norms

Spring 2012, 73% at or above Math Status Norms

Spring 2013, 79% at or above Math Status Norms

Grade Level Analysis:

Based upon the Fall 2013 administration of Reading MAP (Measures of Academic Progress):

Kindergarten: 61% at or above Reading Status Norms

First Grade: 73% at or above Reading Status Norms

Second Grade: 64% at or above Reading Status Norms

Based upon the Fall 2013 administration of Math MAP (Measures of Academic Progress):

Kindergarten: 74% at or above Reading Status Norms

First Grade: 75% at or above Reading Status Norms

Second Grade: 67% at or above Reading Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2010-1012) on the Reading MAP (Measures of Academic Progress):

Kindergarten Spring 2010, 76% at or above Reading Status Norms

First Grade Spring 2011, 77% at or above Reading Status Norms

Second Grade Spring 2012, 65% at or above Reading Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2010-1012) on the Math MAP (Measures of Academic Progress):

Kindergarten Spring 2010, 68% at or above Math Status Norms

First Grade Spring 2011, 75% at or above Math Status Norms

Second Grade Spring 2012, 75% at or above Math Status Norms

In a comparison study of students' growth from year-to- year (Same students, K-2: 2011-2013) on the Reading MAP (Measures of Academic Progress):

Kindergarten Spring 2011, 85% at or above Reading Status Norms

First Grade Spring 2012, 74% at or above Reading Status Norms

Second Grade Spring 2013, 68% at or above Reading Status Norms

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In a comparison study of students' growth from year-to-year (Same students, K-2: 2011-2013) on the Math MAP (Measures of Academic Progress):

Kindergarten Spring 2011, 76% at or above Math Status Norms

First Grade Spring 2012, 75% at or above Math Status Norms

Second Grade Spring 2013, 80% at or above Math Status Norms

The aforementioned MAP Data reveals that the school is near reaching the "80/20 Rtl model" indicating Reading and Math core instruction is effective in meeting the needs of the students. Thus giving the school great cause for celebration.

Furthermore, this data implies that the school's instructional practices have positively produced these results. Examples include: utilization of the research-based instructional resources (Everyday Math, Do the Math, Fountas and Pinnell's Continuum, Fountas and Pinnell's Leveled Literacy Intervention, Number Worlds, ...), collegial collaboration to revise unit summative and formative assessments increasing instructional rigor aligned with the Common Core Standards and professional development opportunities (Math congruency, focus on communication, Balanced Literacy, ...)

Straub Elementary plans to continue utilizing data to determine specific areas for professional development in Literacy and Mathematics. Additionally, all staff members will monitor students' academic growth and participate in data meetings focusing on individual students' needs. Administration will conduct intentional walk-throughs and evaluations to monitor instructional effectiveness.

Opportunities for Improvement: What were areas in need of improvement? What plans are you making to improve the areas of need?

The 2012-2013 K-Prep Data revealed areas in need of improvement:

Overall 2013 Score: 53.2

Percentile: 33

Rank: 525/730 Schools

School's Classification: Needs Improvement

2013 Annual Measurable Objective (AMO) Goal: 60.7- Goal was unmet.

When comparing the 2012 and 2013 points, Mason County Intermediate School waned in each area of measurement: achievement (73.3 in 2011/12 to 65 in 2012/13), gap (45.6 in 2011/12 to 35.1 in 2012/13), and growth (60 in 2011/12 to 57.9 in 2012/13). Thus, causing a decline in the overall score (59.7 in 2011/12 to 53.2 in 2012/13).

When comparing the 2012 and 2013 performance level percents, Mason County Intermediate School's results disclosed:

Reading:

Decline of 2.7% in distinguished, a 0.5% increase in proficient, and an increase in novice by 2.3%:

Distinguished Reading (14.8 in 2011/12 to 12.1 in 2012/13)

Proficient Reading (31.1 in 2011/12 to 31.6 in 2012/13)

Apprentice Reading (27.6 in 2011/12 to 27.5 in 2012/13)

Novice Reading (26.5 in 2011/12 to 28.8 in 2012/13)

Writing:

Decrease of 0.6% in distinguished, a 9.2% increase in proficient, and an increase in novice by 11.8%:

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Distinguished Writing (6.1 in 2011/12 to 5.5 in 2012/13)

Proficient Writing (27.7 in 2011/12 to 18.5 in 2012/13)

Apprentice Writing (53.9 in 2011/12 to 51.8 in 2012/13)

Novice Writing (12.3 in 2011/12 to 24.1 in 2012/13)

When comparing the Proficiency Target (% proficient and distinguished) in Reading and Math, Mason County Intermediate School's results disclosed:

Reading: Decrease of 2.2 (45.9 in 2012 and 43.7 in 2013) and is 13 points away from the 2014 Target of 56.7. Furthermore, the school did not meet the 2013 Reading and Math Target.

When comparing the Gap Target (% proficient and distinguished- non-duplicated groups) in Reading, Math, and Writing, Mason County Intermediate School's results disclosed:

Reading: Decrease of 3.1 (37.9 in 2012 and 34.8 in 2013) and is 15.5 points away from the 2014 Target of 50.3.

Writing: Decrease of 11.9 (25.7 in 2012 and 13.8 in 2013) and is 26.8 points away from the 2014 Target of 40.6.

The district's universal screener, NWEA's Measures of Academic Progress (MAP) Assessment provides specific academic/accountability data for Straub Elementary School.

NWEA (MAP Survey with Goals 2-5) has determined projected performance on state assessment(s) based on an alignment/ linking study. Performance categories are defined by the state and are specific to each state. Based upon the Fall 2013 MAP Assessment, Straub Elementary's second graders' projected proficiency is:

29% Novice

20% Apprentice

25% Proficient

26% Distinguished

51% Proficient/ Distinguished Combined

According to the Fall 2013 MAP Reading Sub-Goal Analysis:

27% (59/230) of Kindergarten students scored below the 21st percentile ("LO") in the area of foundational skills

16% (43/272) of First Grade students scored below the 21st percentile ("LO") in the area of foundational skills

22% (45/202) of Second Grade students scored below the 21st percentile ("LO") in the area of informational reading

According to the Fall 2013 MAP Math Sub-Goal Analysis:

42% (98/231) of Kindergarten students scored below the 21st percentile ("LO") in the area of operations and algebraic thinking

16% (43/273) of First Grade students scored below the 21st percentile ("LO") in the area of operations and algebraic thinking and 16% (43/273) of First Grade students scored below the 21st percentile ("LO") in the area of number and operations

20% (42/207) of Second Grade students scored below the 21st percentile ("LO") in the area of number and operations

In order to pinpoint strengths and weaknesses of the the K-5 "Elementary," Straub and MCIS participated in a district-led, Guided Self- Study (Self-assessment/ reflection) to collect data concerning curriculum, instruction, and assessment. The next steps derived from the self-assessment/ reflection will be used in the development/ refinement of the CSIP. Furthermore, Straub and MCIS will continue to strengthen its collaboration and congruency of instruction through Professional Learning Communities.

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

Straub Elementary is dedicated to its "Success for All" motto and will continue to faithfully and diligently monitor the strengths and weaknesses determined through all data sources.

Additionally, Straub Staff will continue to collaborate through the Professional Learning Community to research for, reflect upon, and revise instruction based upon best pr

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy1:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

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Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...) (Title 1, Part A funding: \$262- noted in Goal 1)	Parent Involvement	07/01/2013	08/30/2013	\$0 - No Funding Required	Straub Staff

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$150 - Title I Part A	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies) Per Read To Achieve (RTA) Grant requirements, lead teacher will attend the Ky Reading Conference (\$150).

Strategy2:

Assessment Clearinghouse - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses.

A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000-already noted in Writing Activity.) (Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

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Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - Measures of Academic Progress (MAP) Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$9500 - Title I Part A	Straub Administrative Staff, Straub Staff

Strategy3:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

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Strategy4:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Educational Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ computers (\$24,389).	Technology	07/01/2013	06/30/2014	\$35135 - Title I Part A	Straub Administrative Staff

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

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Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$125), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self- Study data/ next steps) (Title 1, Part A funding: \$773- noted in Goal 1)	Academic Support Program	10/01/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity) Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Strategy5:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

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Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Team, SBDM, Budget Committee

Strategy6:

Reduce Classroom Size - Maintain enough teachers to reduce the classroom size to positively impact student engagement in the learning process.

Research Cited: http://kltrpc.info/policynotes/pn0025_class_size.pdf

States have responded to research by working to lower class size at all grade levels, but the maximum benefits are realized in classes of 18 or fewer students in the early grades when they are sustained, ideally for four years, and focused on at-risk students. However, CSR will require additional funding for salaries, classroom construction, and professional development to avoid unintended consequences.

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher.	Class Size Reduction	07/01/2013	06/30/2014	\$303288 - Title I Part A	Straub Administrative Staff

Strategy7:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

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Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk (\$1,000) (Rural and Low Income Funding: \$1000- noted under Goal 1). (Per Guided Self- Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Narrative:

Implementation/ monitoring of Kentucky's Core Academic Standards through curriculum design (Maps, pacing guides, unit plans, lesson plans, assessments, report cards)

Use of assessment data to guide instructional planning (Modeled from: Classroom Assessment for Student Learning: Doing It Right-- Using it Well by Stiggins, Arter, J. Chappuis, S. Chappuis)

Data Notebooks, data meetings, etc...)

Instructional structure (120 minute ELA Block and 90 minute Math Block)

Explicit Instruction (Gradual Release of Responsibility Model)

Guided Reading/ Math

Technology Resources (Dreambox, FASTT Math, Reading Eggs, Tumblebooks, I-Pads, Mac Books, Mac Labs, SMART Boards, etc...)

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Reduction of class size

Response to Intervention (Focus on strong core instruction; Tier 2 instruction: 30 minute- daily school-wide CCR Time: 8:00-8:30, Leveled Literacy Intervention Program: pull-out)

Professional Learning Communities (Modeled from: Learning by Doing: A Handbook for Professional Learning Communities at Work by R. Dufor, R. Dufor, Eaker, Many)

Research-Based Professional Resources: The Continuum for Literacy Learning (Fountas and Pinnell), The Daily 5: Fostering Literacy Independence in The Elementary Grades (Boushey and Moser), Primary Comprehension Toolkit (Harvey and Goudvis), Phonics Lessons: Letters, Words, and How They Work (Fountas and Pinnell), Start- Up/ Build Up Phonics (Benchmark), Secret Stories (Garner), Interactive Reading (Hoyt), Guided Reading: Good First Teaching (Fountas and Pinnell), Leveled Literacy Intervention (Fountas and Pinnell), Everyday Math (University of Chicago), Do the Math (Burns), Guided Math: A Framework for Mathematics Instruction (Sammons), Number Worlds (SRA), Math Workstations (Diller), Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6 (Hyde), Interactive Writing (McCarrier, Fountas and Pinnell), Trait Craits (Scholastic), Non-fiction Writing (Stead), Units of Study for Primary Writing: A Yearlong Curriculum (Calkins), Leveled Book Room (Levels A-W from various companies)

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Non- Applicable Goal: Title 1 Components

Measurable Objective 1:

collaborate to N/A by 05/30/2014 as measured by N/A.

Strategy1:

Non- Applicable: Title 1 Components - N/A

Research Cited: N/A

Activity - Non- Applicable: Title 1 Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
N/A	Other	07/02/2013	05/30/2014	\$0 - No Funding Required	N/A

Narrative:

Kentucky Educational Professional Standards Board: <http://www.kyepsb.net>

Highly qualified status must be identified for every NCLB core content course reported on the Spring LEAD report (see the EPSB "Identifying Highly Qualified Teachers" document at <http://www.epsb.ky.gov/documents/NCLB/NCLBDEF9rev1009.doc>). Once status is identified for every NCLB core content course, the final step is for the principal to digitally sign the report.

As evidenced through our "Highly Qualified Report," all Straub Elementary teachers are highly qualified.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self-Study (Next Steps)

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

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Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000- already noted in Writing Activity). Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

Activity - Measures of Academic Progress (MAP) Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Strategy2:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

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Activity - Educational Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/Computers (\$24,389). (Title 1, Part A Funding: \$35135, noted under Goal 2).	Technology	07/01/2013	06/30/2014	\$0 - No Funding Required	Straub Administrative Staff

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$263), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self-Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$773 - Title I Part A	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

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Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity), Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Strategy3:

Reduce Classroom Size - Maintain enough teachers to reduce the classroom size to positively impact student engagement in the learning process.

Research Cited: http://kltprc.info/policynotes/pn0025_class_size.pdf

States have responded to research by working to lower class size at all grade levels, but the maximum benefits are realized in classes of 18 or fewer students in the early grades when they are sustained, ideally for four years, and focused on at-risk students. However, CSR will require additional funding for salaries, classroom construction, and professional development to avoid unintended consequences.

Activity - Reduce Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Maintain enough teachers to support an appropriate teacher/student ratio: three regular classroom teachers, 100 Day contract intervention teacher, and intervention teacher. (Title 1, Part A funding: \$303288- noted in Goal 2)	Class Size Reduction	07/01/2013	06/30/2014	\$0 - No Funding Required	Straub Administrative Staff

Strategy4:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

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Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy5:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy6:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J.

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Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk ((Rural and Low Income Funding: \$1000) (Per Guided Self-Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$1000 - Other	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self-Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Strategy7:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

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allowing equal access to all students the skills that will assist them in being productive citizens

allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...)	Parent Involvement	07/01/2013	08/30/2013	\$262 - Title I Part A	Straub Staff

Narrative:

What professional development (PD) is planned? (See activities)

How was the school's PD needs determined?

Professional development is based upon the school's data. Through analysis, priority needs are established. Furthermore, we provide teachers with professional development concerning state initiative and regulations that must be met.

How is the PD tied to the school's identified need?

Professional development is tied directly to the school's identified needs.

How will the planned PD improve instruction?

The planned professional development will build teachers' capacity, thus improving their instruction.

What makes the PD offerings high quality and ongoing?

Professional development is high quality because it is research based. School priorities are developed and continue throughout the year in ongoing opportunities for professional growth.

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How are principals, teachers, paraeducators and other appropriate personnel such as health services coordinators, special education coordinators, and directors of Family Resource and Youth Service Centers included in the PD?

All appropriate stakeholders are involved through the professional development process.

How will the impact of the PD on student achievement be measured?

The impact of professional development will be measured through school data: students' growth and achievement.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Non- Applicable Goal: Title 1 Components

Measurable Objective 1:

collaborate to N/A by 05/30/2014 as measured by N/A.

Strategy1:

Non- Applicable: Title 1 Components - N/A

Research Cited: N/A

Activity - Non- Applicable: Title 1 Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
N/A	Other	07/02/2013	05/30/2014	\$0 - No Funding Required	N/A

Narrative:

What strategies are used to recruit highly qualified teachers?

Our school district utilizes strategies to attract highly qualified teachers to our district such as: KDE publications, website, competitive pay scale, and a screening process.

What strategies are used to retain highly qualified teachers in the school?

We retain highly qualified teachers through recognizing their achievements and the achievements of their students through data analysis. Additionally, we utilize highly qualified teachers as leaders in various ways throughout the school year (Mentors, models, presenters in professional development, etc...)

Component 6: Parent Involvement

Parent Involvement

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

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Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were uses for home visit supplies such as business cards, stamps/ mailers, etc...)	Parent Involvement	07/01/2013	08/30/2013	\$262 - Title I Part A	Straub Staff

Narrative:

What will the school do to increase parental participation, such as offering family literacy services? Variety of communication (Website, Facebook, Twitter, newsletters, flyers, radio show: News and Views, postings, lobby TV, Agenda Books, District Calendar, One-Call System, etc...), Volunteer Program, Family Resource Center, personally invite parents to join committees, etc...

How are parents included in their child's education?

Transition Day, Home Visit Initiative, Open House, Back to School Fair, Parent- Teacher Conferences, Agenda Books, Title 1 Meetings, Committees, Family Literacy Night, Special Events (Musicals, Art Show, etc...), Parent Booster Organization, Volunteer Program, Family Resource Center, positive phone calls/ letters in agenda, etc...

How are parents involved in the development of the school's parent involvement policy, evaluation of the parent involvement program, and the learning compacts?

Title 1 Committee, SBDM

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Narrative:

What will the school do to emotionally and academically ease student transition from early childhood programs to elementary school programs?

Straub Elementary has a pre-school program inside the school. The pre-school teachers collaborate closely with Kindergarten teachers (Example: transitioning students the first weeks of Kindergarten).

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ELLN Committee is formed with pre-school and Kindergarten.

Collaboration with the Head Start program (Example: school visit prior to the students' enrollment)

Others: Home Visit Initiative, Open House, Back-to-School Fair

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

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The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy2:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

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Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Strategy3:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

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Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level.</p> <p>The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)</p>	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process.</p> <p>Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk ((Rural and Low Income Funding: \$1000) (Per Guided Self- Study Data/ next steps)</p>	Policy and Process	02/03/2014	05/30/2014	\$1000 - Other	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Strategy4:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self-Study (Next Steps)

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Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Strategy5:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy6:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding

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of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy1:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.

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-Review the chunking of the Common Core Standards into Units.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

Strategy2:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The

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Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Team, SBDM, Budget Committee

Strategy3:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

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Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk (\$1,000) (Rural and Low Income Funding: \$1000- noted under Goal 1). (Per Guided Self- Study Data/ next steps)	Policy and Process	02/03/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Strategy4:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

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Strategy5:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$150 - Title I Part A	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies) Per Read To Achieve (RTA) Grant requirements, lead teacher will attend the Ky Reading Conference (\$150).

Strategy6:

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Assessment Clearinghouse - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Narrative:

Straub Elementary utilizes Reading and Mathematics data at various levels (School- wide, per grade, per classroom, and per individual student) to determine strengths and weaknesses of instruction as well as students' academic needs.

Data Sources include:

Standards Based Report Cards- Common Core Standards (4 times per year)

Measures of Academic Progress (MAP)- Reading and Math (3 times per year)

Fountas and Pinnell's Benchmark Assessment System (BAS)- Reading (4 times per year)

Unit Summative Assessments- Common Core Standards (Tentatively 1-6 weeks)

Ongoing Formative Assessments- Common Core Standards (Daily)

K-PREP Data

TELL Survey

Individual student growth is monitored over time through the use of Assessment Notebooks, Cumulative Folders, and Placement Data Cards. Straub Elementary utilizes the data to inform instructional needs, however the staff collaborates within the Professional Learning Community to research and plan best practices/ strategies within the instructional structure.

Straub Elementary plans to continue utilizing data to determine specific areas for professional development in Literacy and Mathematics.

Additionally, all staff members will monitor students' academic growth and participate in data meetings focusing on individual students'

needs. Administration will conduct intentional walk-throughs and evaluations to monitor instructional effectiveness.

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy2:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su

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Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

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Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level.</p> <p>The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)</p>	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process.</p> <p>Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). Direct instruction of writing will be conducted through administrative walk-throughs using E-Walk ((Rural and Low Income Funding: \$1000) (Per Guided Self- Study Data/ next steps)</p>	Policy and Process	02/03/2014	05/30/2014	\$1000 - Other	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Strategy3:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure proficiency by the end of the year.
- Review the chunking of the Common Core Standards into Units.

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K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs (E-Walk: \$1,000- already noted in Writing Activity), Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: NCTM Conference (1 teacher: substitute teacher (\$75)/ travel expenses (\$150)/ registration (\$263), Textbook Committee meetings, teacher input, school visits (2-3 teachers: substitute teachers (\$225)/ travel expenses (\$60), trial of the resource samples, SBDM/ School Board approval for purchase for the 2014-2015 school year. (Per Guided Self-Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$773 - Title I Part A	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

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Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Policy and Process	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Educational Technology Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continued use of differentiated technology programs to support individual students' academic growth: Reading Eggs (\$3,196), Dreambox Learning (\$7,000), FASTT Math (\$350), Tumblebooks (\$199.50), I Pads/ Computers (\$24,389). (Title 1, Part A Funding: \$35135, noted under Goal 2).	Technology	07/01/2013	06/30/2014	\$0 - No Funding Required	Straub Administrative Staff

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Professional Learning	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

Strategy4:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

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allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Home Visit Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers visit their students' homes to connect with families and involve them in the learning process. (57 teachers each receive a \$200 stipend for expenses related to home visits. \$262 were used for home visit supplies such as business cards, stamps/ mailers, etc...)	Parent Involvement	07/01/2013	08/30/2013	\$262 - Title I Part A	Straub Staff

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria. The goal of the team will be to improve the school's instructional performance, as measured through proficiency ratings on all the Program Reviews.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Strategy5:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

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Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy6:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 vertical collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate schools.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self-Study (Next Steps)

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - Measures of Academic Progress (MAP) Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize the universal screener, Measures of Academic Progress (MAP) data to plan differentiated instruction to meet students' identified needs.	Academic Support Program	08/12/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. Administrative walk-throughs will be conducted to monitor the implementation of K-Prep like assessments (E-Walk \$1,000- already noted in Writing Activity). Per Guided Self- Study Data/ next steps)	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

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Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Narrative:

Implementation/ monitoring of Kentucky's Core Academic Standards through curriculum design (Maps, pacing guides, unit plans, lesson plans, assessments, report cards)

Use of assessment data to guide instructional planning (Modeled from: Classroom Assessment for Student Learning: Doing It Right-- Using it Well by Stiggins, Arter, J. Chappuis, S. Chappuis)

Data Notebooks, data meetings, etc...)

Instructional structure (120 minute ELA Block and 90 minute Math Block)

Explicit Instruction (Gradual Release of Responsibility Model)

Guided Reading/ Math

Technology Resources (Dreambox, FASTT Math, Reading Eggs, Tumblebooks, I-Pads, Mac Books, Mac Labs, SMART Boards, etc...)

Reduction of class size

Response to Intervention (Focus on strong core instruction; Tier 2 instruction: 30 minute- daily school-wide CCR Time: 8:00-8:30, Leveled Literacy Intervention Program: pull-out)

Professional Learning Communities (Modeled from: Learning by Doing: A Handbook for Professional Learning Communities at Work by R. Dufor, R. Dufor, Eaker, Many)

Research-Based Professional Resources: The Continuum for Literacy Learning (Fountas and Pinnell), The Daily 5: Fostering Literacy Independence in The Elementary Grades (Boushey and Moser), Primary Comprehension Toolkit (Harvey and Goudvis), Phonics Lessons: Letters, Words, and How They Work (Fountas and Pinnell), Start- Up/ Build Up Phonics (Benchmark), Secret Stories (Garner), Interactive Reading (Hoyt), Guided Reading: Good First Teaching (Fountas and Pinnell), Leveled Literacy Intervention (Fountas and Pinnell), Everyday Math (University of Chicago), Do the Math (Burns), Guided Math: A Framework for Mathematics Instruction (Sammons), Number Worlds (SRA), Math Workstations (Diller), Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6 (Hyde), Interactive Writing (McCarrier, Fountas and Pinnell), Trait Craits (Scholastic), Non-fiction Writing (Stead), Units of Study for Primary Writing: A Yearlong Curriculum (Calkins), Leveled Book Room (Levels A-W from various companies)

Foster Granny Program (Comprehend)

Counseling Services (School Counselor, School- Based Therapist from Comprehend, Dinosaur School)

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Family Resource Center

School Volunteer Program

Parental Involvement

Boy's Club Tutoring

Primary Talent Pool

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Non- Applicable Goal: Title 1 Components

Measurable Objective 1:

collaborate to N/A by 05/30/2014 as measured by N/A.

Strategy1:

Non- Applicable: Title 1 Components - N/A

Research Cited: N/A

Activity - Non- Applicable: Title 1 Components	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
N/A	Other	07/02/2013	05/30/2014	\$0 - No Funding Required	N/A

Narrative:

What Federal, State and local funds are made available to the school?

Title 1, RTA (Read to Achieve) Grant, FRYSC (Family Resource and Youth Services Centers), CEO (Community Eligibility Option) Grant, IDEA B & IDEA B- Pre-school (Individuals with Disabilities Act), Rural and Low Income, Gifted/ Talented, Technology, Professional Development, Safe Schools, Local Organizations (Lion's Club, Maysville Younger Women's Club, Rotary, etc...)

How does the school coordinate and integrate Federal, State and local programs and services to improve instruction and increase student achievement?

The school coordinates funds to improve instruction and increase student achievement based upon data of identified students' needs.

Compliance and Accountability - Elementary Schools

Introduction

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

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Strategy1:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Team, SBDM, Budget Committee

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry->

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screeener.aspx)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy2:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate. Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process.	Academic Support Program	02/03/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee
Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). (Per Guided Self- Study Data/ next steps)					

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Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level.</p> <p>The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)</p>	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Strategy3:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.</p>	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy4:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a

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number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Strategy5:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure grade-level mastery by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate. Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

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Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: Textbook Committee meetings, teacher input, school visits, trial of the resource samples, SBDM/ School Board approval. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Schoolwide	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Other	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Other	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs, Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Strategy6:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

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Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self-Study (Next Steps)

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. (Per Guided Self-Study Data/ next steps)	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

All children were screened for kindergarten readiness.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

SY 2013-2014

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Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

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All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element

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of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

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Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy1:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

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All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

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

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Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

Strategy1:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure grade-level mastery by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate. Research Cited: Charlotte Danielson's Framework for Teaching, 2011- Domain 1: Planning and Preparation, 1E - Designing Coherent Instruction-- "Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning, and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. It further requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning."

Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Other	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

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Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: Textbook Committee meetings, teacher input, school visits, trial of the resource samples, SBDM/ School Board approval. (Per Guided Self- Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Schoolwide	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs, Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Other	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Strategy2:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate. Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

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allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Strategy3:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness:

(Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/31/2012	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy4:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

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Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, SBDM, Budget Committee

Strategy5:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate. Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 71: "Through writing-- and drawing as well-- readers can express and expand their thinking and improve their ability to reflect on a text. They can also communicate their thinking about texts to a variety of audiences for a variety of purposes."

Educational Leadership, February 2012 | Volume 69 | Number 5, Pages 82-83: "Art and Science of Teaching / Writing to Learn" by Robert J. Marzano-- "The concept of writing across the curriculum is commonly credited to James Britton (1970, 1972). The logic behind the assumption that writing should be integral to instruction in all subject areas is that writing is fundamentally a constructive process of encoding new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

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Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level.</p> <p>The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)</p>	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process.</p> <p>Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). (Per Guided Self- Study Data/ next steps)</p>	Academic Support Program	02/03/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Strategy6:

Assessment Clearing House - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis, Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want

Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self-Study (Next Steps)

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

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Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. (Per Guided Self- Study Data/ next steps)	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

Strategy1:

Writing to Learn - Teachers will plan daily writing-to-learn activities for each content area: short, informal, authentic writing tasks that help students think through key concepts and extends comprehension.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: Continuum of Literacy Learning- Grades K-8: Behaviors and Understandings to Notice, Teach, and Support by Gay Su Pinnell and Irene C. Fountas-- pg. 99: "Writing is a basic tool for learning as well as for communicating with others. In our schools, students are expected to write in every subject area. We want them to become individuals who can use many types of writing for a wide range of purposes and audiences throughout their lives."

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new information. The act of translating experience into a personalized account aids and extends learning. One manifestation of this approach is writing to learn (see Applebee, 1984; Beutler, 1988; Beyer, 1980; Murray, 1984). Writing to learn focuses on deepening understanding and improving retention of content. The writing activities, which typically are short and informal, resemble an advanced form of note taking."

Activity - Monitor Rigor and Frequency of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment Clearinghouse Team will monitor the rigor of constructed responses through its review process. Administrative Spot Checks of lesson plans will monitor the frequency of writing occurring in the building (As determined by the progressions of the K-5 Writing Team). (Per Guided Self- Study Data/ next steps)	Academic Support Program	02/03/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, K-5 Writing Team, Assessment Clearinghouse Committee

Activity - K-5 Writing Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Straub and MCIS's Writing Committees will utilize the K-Prep Benchmarks to determine a progression of writing from K-5 to enhance the rigor and frequency of writing at each grade level. The team will also develop a common understanding of "K-Prep like" constructed responses in order to ensure appropriate, rigorous responses are included within each unit assessment. Furthermore, the team will determine the process of "No opt out" through descriptive feedback and revisions. (Per Guided Self- Study Data/ next steps)	Professional Learning	12/05/2013	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Writing Team

Strategy2:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses.

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Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

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The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Strategy3:

TELL Survey Identified Need - Data from the 2013 TELL Survey will be used to address teacher concerns and improve the teaching and learning working conditions within the school.

Research Cited: The Kentucky Department of Education (<http://education.ky.gov/teachers/HQT/Pages/TELL-Kentucky-Survey.aspx>)-- "The Teaching, Empowering, Leading and Learning Working Conditions Survey, known as TELL Kentucky, captures the perceptions of all school-based certified educators about teaching and learning working conditions through an anonymous process.

By documenting and analyzing how educators view critical teaching and learning conditions, this initiative focuses on providing each Kentucky school with its own data that can become a part of the ongoing improvement planning processes in our buildings, in our school districts and at the state level."

Activity - Budget Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest teacher agreement from the Spring 2013 administration of the TELL Survey indicated a weakness in Teacher Leadership: Q6.2 (f) ...Role teachers have at your school... providing input on how the school budget will be spent (17.5% agree)- new indicator for 2013. Therefore, teacher leadership in finances will be an area of focus. A Budget Committee will be formed to address financial planning throughout the year. They will report to the SBDM.	Policy and Process	12/06/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Team, SBDM, Budget Committee

Strategy4:

Assessment Clearinghouse - A leadership team from the school will screen assessments to determine if they meet established criteria for use. Points of emphasis include: Congruency to the Common Core Standard and K-Prep formatting.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses.

A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Classroom Assessment for Student Learning: Doing It Right- Using It Well by Rick Stiggins, Judith After, Jan Chappuis,

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Steve Chappuis; Chapter 4: Assess How? Designing Assessments to Do What You Want Strategy was chosen per the Superintendent Ross's "100 Day Plan" and based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - K-Prep Like Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-5 vertical collaboration to create a process to monitor the use of K-Prep like assessments. This should include questions and answer sheets which mirror the assessment. The Assessment Clearinghouse Committee and the Writing Team will be fundamental in building teacher capacity in the assessment development process. (Per Guided Self- Study Data/ next steps)	Academic Support Program	01/06/2014	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Assessment Clearinghouse Committee, Writing Team, Straub Staff

Activity - Assessment Clearinghouse Review Session 1	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
1st assessment review (K-2)	Professional Learning	02/03/2014	02/28/2014	\$0 - No Funding Required	Straub Administrative Staff and Assessment Clearinghouse Committee

Activity - Assessment Clearinghouse Team Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train grade level leaders (At least two from each grade level K-2) on the Assessment Clearinghouse process	Professional Learning	01/06/2014	01/31/2014	\$0 - Booster Fund	Straub Administrative Staff, Assessment Clearinghouse Committee

Strategy5:

Kindergarten Readiness Screening - Utilize the Brigance Assessment to determine enrolled Kindergarten students' school readiness: (Ready to engage in and benefit from early learning experiences that best promote the child's success).

704 KAR 5:070 states that a common kindergarten screen is to be administered to all incoming kindergarten students in Kentucky. The BRIGANCE K Screen III is Kentucky's common kindergarten screen. Screen windows for schools and districts can begin no more than 15 calendar days before the first instructional day and end no later than the 30th instructional day. Instructional days do not include any day that the school is closed to children (such as professional development days, holidays or weekends).

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level. Research Cited: The Kentucky Department of Education (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>)-- "The Common Kindergarten Entry Screener, which will be implemented in the Fall of 2013, will provide districts an element of measuring students' readiness for school in five domains: Adaptive, Cognitive, Motor, Communication, and Social-Emotional.

The Common Kindergarten Entry Screener (704 KAR 5:070) will be aligned with Kentucky's School Readiness Definition and the Kentucky Early Childhood Standards.

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Activity - Kindergarten Readiness Next Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize Brigance screening data, along with other classroom data to plan differentiated instruction to meet Kindergarten students' individual needs.	Direct Instruction	08/30/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Kindergarten Staff, Brigance Training Team

Strategy6:

Curriculum Refinement - Teachers will work collaboratively through the Professional Learning Community to:

- Ensure congruency between the Common Core Standards and the developed instructional outcomes (Learning Targets).
- Revise the timeline (Pacing) of the instruction of the Common Core Standards to ensure grade-level mastery by the end of the year.
- Review the chunking of the Common Core Standards into Units.

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

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Strategy was chosen based upon data collected from the Elementary's Guided Self- Study (Next Steps)

Activity - Math Program Adoption	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-8 collaboration in selecting a Common Core aligned Math program for the 2014-2015 school year through the following process: Textbook Committee meetings, teacher input, school visits, trial of the resource samples, SBDM/ School Board approval. (Per Guided Self Study data/ next steps)	Academic Support Program	10/01/2013	05/30/2014	\$0 - Title I Schoolwide	Straub Administrative Staff, Textbook Committee, Straub Staff, SBDM

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Activity - Lesson Plan Template Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Team will utilize the next steps data from the K-5 Guided Self- Study in order to determine a lesson plan format which includes the identified essential elements (Standard(s) identified, clear learning target, activities in enough detail to understand what is taking place, critical vocabulary, higher order questions to be addressed during the lesson, writing integration (if needed), and checks for understanding.) (Per Guided Self Study data/ next steps)	Other	01/06/2014	01/31/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to develop lesson plans congruent to the identified Common Core Standards through the curriculum refinement process. The lesson plans will be uploaded into CIITS. A review process for lesson plans will be developed where feedback is provided. The lessons will also be checked while being taught to assure the plans match what is taking place in the classroom. Teachers will be involved in the feedback process (peer to peer) as much as possible. (Per Guided Self Study data/ next steps)	Other	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Curriculum Team, CIITS Teacher Leader, Straub Staff

Activity - Congruency of Standards and Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assure Common Core Standards are taught through the use of a tool which includes the standards by grade and suggested learning targets. All congruent learning targets will be displayed prominently, in student friendly language, and referenced as appropriate during the lesson. A system to assure 100% congruent instruction across all content areas will be developed. Teachers will be involved in the creation and implementation of this system. Monitoring of this process through peer observations, walk-throughs, Lesson Plan Spot Checks, and evaluations. (Per Guided Self Study data/ next steps)	Policy and Process	11/19/2013	05/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Straub Staff

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Mason County Intermediate from 45.3% to 55.8% by 05/27/2014 as measured by K-Prep.

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Strategy1:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

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- improving the quality teaching and learning for all students in all programs
- allowing equal access to all students the skills that will assist them in being productive citizens
- allowing student demonstration of understanding beyond a paper-and-pencil test
- ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Team, Program Review Teams (All Staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.9% to 48.6% by 05/26/2014 as measured by K-Prep.

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Charles Straub Elementary School

Strategy1:

Program Reviews - Increase the amount of proficient and distinguished program characteristics within all Program Reviews (K-3, Writing, Arts & Humanities, Practical Living/ Career Studies)

K-5 Vertical Collaboration will occur throughout this process to assure shared ownership of test scores among the primary and intermediate.

All Gap students will be closely monitored and individualized instruction will be developed based upon identified strengths and weaknesses. A laser-like focus will be fostered by all stakeholders, assuring our students receive every opportunity to perform at their maximum level.

Research Cited: Kentucky Department of Education (<http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>)-- "A Program Review is ...a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Program reviews have been written for three (3) areas: Arts & Humanities, Writing, and Practical Living and Career Studies. They will serve a number of purposes, which include

improving the quality teaching and learning for all students in all programs

allowing equal access to all students the skills that will assist them in being productive citizens

allowing student demonstration of understanding beyond a paper-and-pencil test

ensuring a school-wide natural integration of the program skills across all contents, beyond the program areas

The review of a program should be an on-going, year-round, reflective process. Through careful review schools will be able to identify strengths, which can be shared with other programs within the building. A careful review will also allow for the identification of weaknesses and areas of growth. It is to a school's advantage to communicate the program review process and documents to all staff. As staff identifies their roles in supporting school programs, they can contribute to the process of evidence identification and program improvement."

Activity - Program Review Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Program Review Teams to collect K-2 evidence for specific indicators for all four Program Reviews. The team will review the expected performance outcome and select evidence that supports the determined criteria.	Policy and Process	08/30/2013	04/30/2014	\$0 - No Funding Required	Straub Administrative Staff, Program Review Teams (All staff), Program Review Teacher Leader (Arts & Humanities and Practical Living/ Career Studies)