

Comprehensive School Improvement Plan 2014-2016

Model Laboratory Elementary School
Eastern Kentucky University

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Overview

Plan Name

Comprehensive School Improvement Plan 2014-2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase percentage of elementary students scoring proficient or above in the On-Demand Writing tasks to 80% or higher.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2000
2	Increase the average combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.	Objectives: 5 Strategies: 10 Activities: 12	Organizational	\$8300
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 75.2% in 2014 to 82.3% in 2017.	Objectives: 3 Strategies: 3 Activities: 5	Organizational	\$0

Goal 1: Increase percentage of elementary students scoring proficient or above in the On-Demand Writing tasks to 80% or higher.

Measurable Objective 1:

A 27% increase of Fifth grade students will demonstrate a proficiency on On-Demand Writing tasks in English Language Arts by 05/31/2017 as measured by formative and summative assessments, including K-Prep.

Strategy 1:

Structured Response Tasks - Students will reach proficiency on structure response tasks generated throughout the school year in all subjects.

All teachers across the curriculum will require students to communicate effectively using standard conventions, appropriate structures, and develop content on all writing tasks even if content knowledge is demonstrated.

All students will receive appropriate and timely feedback in order to improve to proficiency.

Category: Continuous Improvement

Activity - Standard Writing Conventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to increase the basic writing skills for students in the English Language Arts classroom through mini-lessons and "bell ringers" on standard writing conventions. Formative and summative assessment data will determine effectiveness of instruction. Teachers will utilize and conferencing (teacher and peer) as part of their instruction.	Direct Instruction	08/01/2015	05/31/2017	\$1000	General Fund	All Teachers

Strategy 2:

Professional Learning Communities - Teachers meet in PLCs regularly

Category: Continuous Improvement

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school schedule will be arranged for teachers to have common planning within their subject area. Reading and Language Arts teachers will meet regularly to plan, create common assessments, and analyze data.	Professional Learning	08/01/2015	05/31/2016	\$0	No Funding Required	Building Administrator s and English/Language Arts Teachers

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will disaggregate data from formative and summative assessments throughout the year in order to drive instruction and continually reassess academic achievement for every student in order to promote college and career readiness.	Career Preparation/Orientation	08/01/2015	05/30/2016	\$1000	Other	All Administrators, Faculty and Staff
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Strategy 3:

CIITS - Teachers will be trained to utilize the CIITS platform provided by KDE.

Category: Human Capital Management

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to utilize CIITS platform provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Technology	08/01/2015	05/31/2016	\$0	No Funding Required	Administrators and Teachers

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

Measurable Objective 1:

collaborate to increase the overall reading and math scores for Model elementary from 64.6% to 70% by 05/30/2016 as measured by K-Prep.

Strategy 1:

Response to Intervention - Students scoring below "on-level" benchmark assessments will participate in additional direct instruction during the school day. Students will be monitored for progress twice per month.

Category:

Research Cited: Kentucky Initiative

Activity - RTI-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional direct instruction with students identified by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as "at-risk" or "some risk" will receive support in fluency, comprehension, and phonemic awareness.	Direct Instruction	08/01/2015	05/30/2016	\$2000	General Fund	Administration and all elementary teachers

Activity - RTI-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will administer benchmark assessment individually to students. Students seen as being "below-level" will receive targeted direct instruction on the area(s) identified under the coaching of the KCM Representative.	Direct Instruction	08/20/2012	05/31/2013	\$2500	Other	James Dantic, Mark Cornette, Sarah Shaffer, Becky Reister, all elementary math teachers
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Strategy 2:

Professional Learning Communities - Teachers will meet regularly in PLCs to evaluate assessments and data to drive instruction.

Category: Professional Learning & Support

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will be established for Language Arts and Mathematics. The communities will be responsible for looking at all progress data, assessments, and student performance to make recommendations.	Professional Learning	08/01/2015	05/30/2016	\$2000	Other	All PLC members

Strategy 3:

Common Core Resources - Teachers will use common core aligned resources.

Category: Learning Systems

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to utilize the CIITS program provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Professional Learning	08/01/2015	05/30/2016	\$0	No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the overall reading and math for Model Laboratory Middle from 69.7% to at least 70% by 05/30/2016 as measured by K-Prep.

Strategy 1:

Teaching through Literacy Strands - All content classes will teach using the Literacy Strands and embed their content in the literacy strategies.

Category: Integrated Methods for Learning

Activity - Literacy Strands	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read actively to develop critical thinking and analysis skills. Active reading strategies are to be implemented in all content classes.	Academic Support Program	08/01/2015	05/30/2016	\$0	No Funding Required	All teachers

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Activity - Embed content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embed content through the use of literacy strands in the areas of Science and Social Studies.	Academic Support Program	08/01/2015	05/30/2016	\$0	No Funding Required	All Science and Social Studies teachers

Strategy 2:

Professional Learning Community - A PLC for Reading in grades 6-8 will be formed and used to help evaluate progress and make recommendations for instruction.

Category:

Activity - PLC/Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading/Language Arts teachers and Special Education teachers will meet regularly to plan, create common assessments, and analyze data. Teachers will disaggregate data from formative and summative assessments throughout the year in order to drive and continually reassess academic achievement for every student in order to promote college and career readiness.	Professional Learning	08/20/2012	05/31/2013	\$1000	Other	PLC members

Strategy 3:

Resources - Teachers will use common core aligned resources.

Category:

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to utilize the CIITS program provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Professional Learning	08/13/2012	05/31/2013	\$0	No Funding Required	All teachers

Measurable Objective 3:

collaborate to review current grading policies and communication procedures by 05/31/2013 as measured by current SBDM policies.

Strategy 1:

Assessment/Communication - The SBDM grading policy will be reviewed and modified as needed. Upon approval the policy will be communicated with stakeholders.

Category: Management Systems

Activity - Grading Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and modify the current grading policy as it applies to all grade levels. Review the policy, (modify as needed) to determine the best means of regular communication with guardians about student progress.	Policy and Process	08/01/2015	05/30/2016	\$0	No Funding Required	All Staff, SBDM Council

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Measurable Objective 4:

demonstrate a proficiency by increase the average third-grade math and reading combined scores to 90% by 05/31/2016 as measured by K-Prep.

Strategy 1:

Reading Interventions - The current score for third grade proficiency in reading was 75% as measured by K-Prep. In order to reach the goal by 2016, students will be assessed using the DIBELS assessment during the three scheduled benchmark sessions. Students determined to be "at risk" or "some risk" will receive additional targeted instruction in identified area(s).

Category: Continuous Improvement

Activity - Baseline Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon student benchmarks, additional direct instruction will be provided in addition to progress monitor to guide instruction.	Direct Instruction	08/01/2015	05/31/2016	\$0	No Funding Required	Third grade teachers and support staff

Strategy 2:

Benchmark Assessments - Staff will collaborate to increase the current average of 81.3% in math to 90% by 2016 as measured by K-Prep. In order to reach this goal, a common assessment must be administered individually to students to determine their level of understanding and performance in mathematics.

Category:

Activity - Mathematics Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be individually assessed using a common assessment with determined benchmarks during the academic year. Students will then receive direct and targeted instruction to meet the identified area(s) of need.	Direct Instruction	08/01/2015	05/30/2016	\$300	Other	Third Grade teachers and support staff

Measurable Objective 5:

collaborate to ensure that all children entering kindergarten in the fall of 2015 will be screened for readiness with 50% more students being ready for kindergarten by 09/30/2015 as measured by 2015 baseline results of the BRIGANCE Screener.

Strategy 1:

Screening Process - The DIAL-3 will continue to be used with students entering the nursery school program, while students entering kindergarten will complete the BRIGANCE Kindergarten Screener during the fifteen days prior to school beginning and no later than the first thirty days of school.

Category: Early Learning

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Based upon the results of the DIAL-3 and the BRIGANCE Screener, a targeted plan of action will be put into place to address the needs of students identified as "not ready" for school. Parent workshops and support systems will be put into place to directly help support the students to ensure success.	Academic Support Program	08/01/2015	09/30/2016	\$500	General Fund	Pre-School and Kindergarten teachers, support staff, Administrators, Special Education Director, and Counselor
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Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 75.2% in 2014 to 82.3% in 2017.

Measurable Objective 1:

collaborate to increase the combined reading and math proficiency rating for all elementary students in the non-duplicated gap group 22.2% to 45.4% by 05/29/2015 as measured by K-Prep.

Strategy 1:

Data Disaggregation - Teachers will understand the importance of data driven instruction.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will be provided training on the evaluation, interpretation, and use of data to explore its importance in decision making.	Professional Learning	01/01/2013	05/31/2013	\$0	No Funding Required	All Staff
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design policy to establish a more systematic process for collecting, analyzing, and using data to drive instruction.	Policy and Process	01/01/2013	05/31/2013	\$0	No Funding Required	All Staff

Measurable Objective 2:

collaborate to increase the average combined reading and math proficiency rating for all middle school students in the non-duplicated gap group from 40% to 45.4% by 05/29/2015 as measured by K-Prep.

Strategy 1:

Data Disaggregation - Teachers will understand the importance of data driven instruction.

Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All staff members will be provided training on the evaluation, interpretation, and use of data to explore its importance in decision making.	Professional Learning	01/01/2013	05/31/2013	\$0	No Funding Required	All Staff members
Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Design policy to establish a more systematic process for collecting, analyzing, and using data to drive instruction.	Policy and Process	01/01/2013	05/31/2013	\$0	No Funding Required	All Staff

Measurable Objective 3:

collaborate to evaluate current constructed response practice by 05/31/2013 as measured by SBDM policy and the K-Prep assessment.

Strategy 1:

Constructed Response - The writing committee will review the current writing policy to ensure best practice is used in structured response/on-demand style writing. The committee will then make recommendations for strategies in vocabulary, "formula" for constructing a proficient answer, and frequency of practice.

Category:

Activity - Constructed Response Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the evaluation of K-Prep scores, it was determined that additional instruction is needed in the proper way to complete a constructed response, using appropriate vocabulary, in a limited time period.	Direct Instruction	01/01/2013	05/31/2013	\$0	No Funding Required	All teachers, Writing Committee

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTI-Reading	Additional direct instruction with students identified by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as "at-risk" or "some risk" will receive support in fluency, comprehension, and phonemic awareness.	Direct Instruction	08/01/2015	05/30/2016	\$2000	Administration and all elementary teachers
Targeted Interventions	Based upon the results of the DIAL-3 and the BRIGANCE Screener, a targeted plan of action will be put into place to address the needs of students identified as "not ready" for school. Parent workshops and support systems will be put into place to directly help support the students to ensure success.	Academic Support Program	08/01/2015	09/30/2016	\$500	Pre-School and Kindergarten teachers, support staff, Administrators, Special Education Director, and Counselor
Standard Writing Conventions	Teachers will work to increase the basic writing skills for students in the English Language Arts classroom through mini-lessons and "bell ringers" on standard writing conventions. Formative and summative assessment data will determine effectiveness of instruction. Teachers will utilize and conferencing (teacher and peer) as part of their instruction.	Direct Instruction	08/01/2015	05/31/2017	\$1000	All Teachers
Total					\$3500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	PLCs will be established for Language Arts and Mathematics. The communities will be responsible for looking at all progress data, assessments, and student performance to make recommendations.	Professional Learning	08/01/2015	05/30/2016	\$2000	All PLC members

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RTI-Math	Teachers will administer benchmark assessment individually to students. Students seen as being "below-level" will receive targeted direct instruction on the area(s) identified under the coaching of the KCM Representative.	Direct Instruction	08/20/2012	05/31/2013	\$2500	James Dantic, Mark Cornette, Sarah Shaffer, Becky Reister, all elementary math teachers
PLC/Data Disaggregation	Reading/Language Arts teachers and Special Education teachers will meet regularly to plan, create common assessments, and analyze data. Teachers will disaggregate data from formative and summative assessments throughout the year in order to drive and continually reassess academic achievement for every student in order to promote college and career readiness.	Professional Learning	08/20/2012	05/31/2013	\$1000	PLC members
Data Disaggregation	Teachers will disaggregate data from formative and summative assessments throughout the year in order to drive instruction and continually reassess academic achievement for every student in order to promote college and career readiness.	Career Preparation/Orientation	08/01/2015	05/30/2016	\$1000	All Administrators, Faculty and Staff
Mathematics Screener	Students will be individually assessed using a common assessment with determined benchmarks during the academic year. Students will then receive direct and targeted instruction to meet the identified area(s) of need.	Direct Instruction	08/01/2015	05/30/2016	\$300	Third Grade teachers and support staff
Total					\$6800	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment	Design policy to establish a more systematic process for collecting, analyzing, and using data to drive instruction.	Policy and Process	01/01/2013	05/31/2013	\$0	All Staff
CIITS	Teachers will be trained to utilize the CIITS program provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Professional Learning	08/13/2012	05/31/2013	\$0	All teachers
Grading Policy	Review and modify the current grading policy as it applies to all grade levels. Review the policy, (modify as needed) to determine the best means of regular communication with guardians about student progress.	Policy and Process	08/01/2015	05/30/2016	\$0	All Staff, SBDM Council
Constructed Response Practice	Following the evaluation of K-Prep scores, it was determined that additional instruction is needed in the proper way to complete a constructed response, using appropriate vocabulary, in a limited time period.	Direct Instruction	01/01/2013	05/31/2013	\$0	All teachers, Writing Committee

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Embed content	Embed content through the use of literacy strands in the areas of Science and Social Studies.	Academic Support Program	08/01/2015	05/30/2016	\$0	All Science and Social Studies teachers
Professional Learning Communities	The school schedule will be arranged for teachers to have common planning within their subject area. Reading and Language Arts teachers will meet regularly to plan, create common assessments, and analyze data.	Professional Learning	08/01/2015	05/31/2016	\$0	Building Administrators and English/Language Arts Teachers
CIITS	Teachers will be trained to utilize CIITS platform provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Technology	08/01/2015	05/31/2016	\$0	Administrators and Teachers
Assessment	Design policy to establish a more systematic process for collecting, analyzing, and using data to drive instruction.	Policy and Process	01/01/2013	05/31/2013	\$0	All Staff
Professional Development	All staff members will be provided training on the evaluation, interpretation, and use of data to explore its importance in decision making.	Professional Learning	01/01/2013	05/31/2013	\$0	All Staff members
Professional Development	All staff members will be provided training on the evaluation, interpretation, and use of data to explore its importance in decision making.	Professional Learning	01/01/2013	05/31/2013	\$0	All Staff
Baseline Data	Based upon student benchmarks, additional direct instruction will be provided in addition to progress monitor to guide instruction.	Direct Instruction	08/01/2015	05/31/2016	\$0	Third grade teachers and support staff
Literacy Strands	Students will read actively to develop critical thinking and analysis skills. Active reading strategies are to be implemented in all content classes.	Academic Support Program	08/01/2015	05/30/2016	\$0	All teachers
CIITS	Teachers will be trained to utilize the CIITS program provided by KDE. Teachers will analyze data, create common assessments, and access resources provided. Teachers will also be able to demonstrate student academic achievement growth to close gaps in student performance.	Professional Learning	08/01/2015	05/30/2016	\$0	All teachers
Total					\$0	