



Comprehensive School Improvement Plan

Model Lab School
Eastern Kentucky University

Mr. James Dantic, Director
521 Lancaster Avenue
Richmond, KY 40475

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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.

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Executive Summary

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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.

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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?

Model Laboratory School was founded 1906 as part of Eastern State Teachers College. For over a century, Model has served the University's College of Education as well as other undergraduate programs as a point of research, observation and training. During these 107 years, educational pedagogy, institutional leadership, state educational standards and professional practices have changed dramatically and so too has Model in support of its mission as a laboratory school. With those operational and pedagogical changes, Model has continued to serve as a steward in preparing pre-service teachers for Kentucky through mentoring and modeling contemporary best practices while providing exceptional instruction to the children of Madison County.

Model exists as an educational anomaly with a dual responsibility to both those who are to become teachers as well as to those for whom these future educators will serve. As both a public school and a university department within the ECU College of Education, Model's staff assumes a broad and diverse spectrum of responsibilities and roles. Stakeholders exist in a variety of spheres including the traditional K-12 student population of parents, community members, Kentucky Department of Education, the university realm of pre-service professors, researchers, and campus interdepartmental relationships, as well as professional engagements in support of colleagues in the region, interactions with other universities and various discipline specific organizations.

Under this one self-contained institution called Model occurs the daily education of nearly 700 pre-k through twelfth grade students as well as the integration of dozens of undergraduate students studying in many fields (nursing, psychology, occupational therapy, social services, law enforcement, and education, etc.), research collaboration with university partners, and the operational supervision to oversee and respond to the needs of each student, parent and colleague.

Eastern Kentucky University's sister schools throughout the state and most of the nation have divested themselves of laboratory schools. Equally, the local school system does not require the presence of a PK-12 grade school in order to serve county students. Parents are not required to send their children to Model based upon district boundaries rather they simply chose to send their young ones to Model and they must do so even without the support of bus transportation and at an additional expense.

Model exists because of its consistent tradition of academic excellence, high student and staff expectations, quality instruction and faith local parents have in the school's ability to prepare their children for successful lives. Model faculty strive to serve children as individuals, provide opportunities to growth through enriching experiences and encourage independent minded students through critical and creative thinking. As a result, not only do Model students perform well above average on national norm referenced assessments but they also consistently distinguish themselves and the school each year through recognition as one of the top schools in annual state exams. Additionally, Model students engage in a wide variety of school-based extracurricular clubs, teams and sports, often achieving awards and recognitions for individual and group performances. Over 90% of Model students attend college upon graduation with each class of approximately 50 students usually garnering over a million dollars in scholarship funds.

Most important to Model's identity is its unique culture. As a Pre-K through 12 grade school comprised of as many kindergarten students as seniors, Model provides a single place where each can feel equally served and equally valued as well as interconnected in a familial-like relationship. Just as these kindergarten students idealize their high school classmates through their endeavors on the basketball court and

performances on stage, so too do their older counterparts value and romanticize their younger days on the playground and parading in the hallways as pilgrims and Native Americans during thanksgiving. Siblings and friends of different ages arrive, go to class and depart from the school each day in a fashion almost as comfortable as in their own home. Intergenerational tales and legacies are shared among Model alumni and their children, sustaining a common school identity, consistent values and a shared bond rooted in over a century of high expectations for intellectual, social and physical growth in a student centered environment.

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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 College of Education at Eastern Kentucky University believes the most important element in fostering meaningful learning is being an effective professional educator. This is defined as a unique amalgam of at least five elements: strong dynamic understanding of content, significant pedagogical skills, dispositions that foster growth and learning in others, broad skills in technology and an acknowledgement of the proposition that ALL Children, whatever their diverse background can learn. Our mission is: To "Prepare Effective Professional Educators" while enhancing the proficiencies of our candidates in the areas of: Knowledge, Pedagogy, Dispositions, Technology and Diversity. We expect our colleagues to be absolutely committed to individualized teaching and learning. We are "a school of opportunity," we emphasize giving each individual student opportunities to move from where he or she is to where he or she needs and wants to be. The vision for the College of Education (COE) is aligned with the Eastern Kentucky University's mission and strategic plan to enhance regional stewardship, improve student success, and implement our quality enhancement plan. In the area of regional stewardship, the COE is developing a Center of Educational Research in Appalachia to help schools and communities in our region improve together. The Center is employing Educational Extension Agents to improve collaborative efforts with the twenty-two counties in our service region on educational, medical, and economic development initiatives. To improve student success, we have looked at the data and begun discussions to embed national core standards in our teacher education curriculum, raise admission requirements, and create a yearlong internship to improve student success. As part of our quality enhancement plan, we are creating student learning outcomes and assessments to help our graduates think and write critically and creatively.

Model's vision/mission was developed by faculty and administration in collaboration with Eastern Kentucky University College of Education. The mission statement reflects the function of Model Laboratory School as a Pre-K through 12 educational institution and the broader mission of Model Laboratory School as a department in the College of Education at ECU. The mission of Model Laboratory School is "To teach, to learn, to help others teach and learn."

The mission of Model Laboratory School in collaboration with Eastern Kentucky University's education programs is to provide an environment where faculty and staff can inspire students by challenging them through traditional and innovative strategies. Consistent with that mission, Model Laboratory School, a department of the College of Education, fulfills several purposes including: (1) demonstrating and implementing best practices in Pre-K through grade 12 education; (2) offering clinical experiences for pre and in-service educators and related professionals; (3) providing a setting for research and curriculum development; and (4) providing quality professional development for school practitioners.

The vision is driven by the organizational structure of the College of Education which is inclusive of Model Laboratory School. All indicators of student and teacher performance as well as day-to-day functioning of the school are incorporated into the framework of the organizational structure. Through the interaction and involvement of Model Laboratory School faculty and administration in College of Education committee work, dual roles are evident on committees which support the mission of a laboratory school and the pre-services teacher education program. Department level committee involvement at the school level further supports and guides planning related to the mission and vision of a laboratory school.

The vision is periodically reviewed by stakeholders including students, parents, faculty and administrators, College of Education and the Richmond community. A group of stakeholders met to discuss the mission and educational vision of the laboratory school into the next

generation. A new vision of Global Education was determined to ensure student outcomes to meet the demands of a global economy.

Development of Professional Learning Communities was initiated to guide school improvement as a laboratory school. An identified team of faculty members worked as a professional learning community to develop a vision for Model's future. A school improvement plan was written and presented to stakeholders for consideration and implementation. The plan included continuous school improvement and student performance, scholarship, and collaboration with the College of Education faculty.

The motto of Model Laboratory School is "Many great students, ONE great school." Model serves as the host site for training many pre-service teachers and other professionals by providing best practices which benefits the pre-service teachers and the Model students. Model is proud of the many opportunities offered to its students (i.e. foreign exchange, travel options, athletics, dual-credit courses, arts and humanities, and transitions).

Model Laboratory has a strong history of being a high performing school as evidenced by past national and state assessment results. During the past three years, Model Laboratory has been recognized as a top performer in the state for ACT scores. Model Middle and High have been seen as "Schools of Distinction" by the state K-Prep assessments. We attribute the success of our students to the support of our community and parents. We offer a unique Model Parent Organization that provides many opportunities for parents to be involved in their child's education. Parents can be regularly seen at Model Lab serving in classrooms as guest readers, assisting in the cafeteria during lunch, shelving books in the library, and planning the next fundraiser for the school to help support the achievement of all our students.

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Notable Achievements and Areas of Improvement

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

Model Laboratory School has a strong history of being seen as a high performing school as recognized by previous national and state assessment results. Throughout the last three years, Model has faced the dilemma of taking the steps necessary to continue to provide the most challenging opportunities for our children possible despite the ever increasing budget constraints imposed.

Notable Achievements:

Leaders in the State in Achievement

Both Model High School and Model Middle School were termed Schools of Distinction (97th percentile) for 2012 Kentucky state assessment (Unbridled Learning). Model Elementary also had high achievement scores and the highest growth rate per student for all of the elementary schools in Madison County. Model High School ranked in the top ten for ACT scores.

Adoption of new Common Core Standards and Alignment of Curriculum

With the adoption of the CC standards, Model faculty re-aligned language arts and math curriculum, deconstructed standards, and purchased new materials in order continue outstanding academic success. Teachers were provided with additional professional development and worked together for effective curriculum and assessment for learning.

Response to Intervention

Based on needs identified by assessment, an intense RtI program in reading has continued to develop in the elementary school. Additional reading targeted reading instruction has also been provided for middle and high school students. Success rates have been very high, and reading scores continue to increase. Training for more effective math interventions has been emphasized in the last two years.

PLCs for 21st Century Learners and Increasing Academic Performance

Beginning with a PLC focused on the future for schools in the 21st century that resulted in a white paper, various PLCs have continued to look at the "big picture" of increasing student achievement. Twelve faculty members attended extensive training in St. Louis regarding PLCs and increasing achievement. They shared with other faculty and established change elements within the school.

Invitational Education and Hong Kong Exchange

Model Lab School joined the International Association for Invitational Education. Dozens of guests from China were hosted by Model. For the third year, students and faculty are participating in an exchange program.

Collaboration with Eastern Kentucky University

An Open House was held for ECU faculty highlighting collaboration between Model and 15 other departments on campus. Faculty at Model continue to collaborate with ECU faculty and students for such activities as archaeological digs, mock refugee camps, and career days.

Communication and Public Relations

An extensive increase in communication has been placed in effect including: website, FACEBOOK pages, new signage, list serve for announcements, monitors in the building for announcements and information, parent communication through e-mail, RAVE system for

emergency notifications, and continued open meetings for various groups.

Areas of Improvement:

Timely Feedback to Parents

Survey results and parent communication indicate that parents want more timely feedback for student work, progress and grades. The Infinite Campus system needs to be kept up to date on a weekly basis so that parents can monitor progress.

More Professional Learning Communities

With intense focus on cutting edge strategies, Model needs to encourage more PLCs focused on increasing student achievement and using the best and most innovative approach to education. As a laboratory school, Model has a unique mission in the state and at ECU. PLCs should tap the great expertise and knowledge of the faculty, staff, parents and students to improve the school.

Data Analysis

Although data is used at Model at all levels, a systematic and consistent approach to using data for decision making needs to be implemented. This comprehensive approach should be in writing and made available for input and direction to all stakeholders.

Closing the Achievement Gap

Assessment data on achievement gap scores, especially with students identified for special education, shows that Model has a weakness in this area. Programs that focus on decreasing that gap at the elementary level (focus school) and at other levels should be implemented.

Additional Information

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

Model Laboratory School has been an active and proud component to the community for over 100 years. With the past history of high achievement, dedicated staff, and hardworking students, strong community support, and diligent parent involvement, Model is the place to be. Our small school offers a unique family environment while at the same time offering a challenging education to all of its students. Our goal is to continue to teach and learn while helping others to teach and learn. We wish to provide the best learning opportunities for our students and continue to keep Model Laboratory as a top performing school.

In the past three years, Model High Juniors have performed on average 21.6 on the ACT. During the 2011-12 testing cycle 72.7% of those tested met the needs of college readiness benchmarks in English, 56.8% in Mathematics, and 65.9% in Reading. The tenth grade students scored 19.9 on the PLAN and the eighth grade students 17.8 on the EXPLORE during the 2011-12. The Kentucky Department of Education recognized schools during 2011-2012 assessment cycle based on their Accountability Performance. Model Laboratory Middle and High Schools were recognized as being "Distinguished" and "Schools of Distinction," scoring 73.5 and 71.7 respectively. Model Elementary scored 61.1, identifying it as a school that "Needs Improvement" and a "Focus School." The school has begun to identify what needs to be done in order to improve achievement at all levels.

KDE Needs Assessment

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Introduction

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

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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?**

The Stakeholder's Surveys were administered to better inform as to what areas parents, staff, and students recognize as being strengths and what areas need improvement for the present and future needs of Model Laboratory School anonymously.

All stakeholders perceive Model as being strong in our purpose and direction. Parents and staff reported governance and leadership, and our resources and support systems as strengths. Students in K-2 gave Model an overall score of 2.86 out of 3. Students in grades 3-5 agreed that Model has a strong purpose and direction and resources and support systems, along with our teaching and assessing for learning. Grades 6-12 indicated strong governance and leadership and teaching and assessing for learning was in place.

The survey results conclude that all stakeholders found the need to improve how we are using results for continuous improvement. Parents and staff also indicated that we need to focus on teaching and assessing for learning. Grades 3-5 identified the need to also look at governance and leadership. In middle and high school, the students reported that we needed to evaluate the resources and support systems in place.

The survey's results have been important to understanding the perceptions of stakeholders. Unfortunately, the data does not tell us how to "fix" what has been identified as needing improvement. It now is the responsibility of the leadership team to begin the conversation of identifying, prioritizing, and developing charges for committees to begin targeting those needs.

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?

The areas of strength that were noted varied slightly based upon reporting stakeholders. It was the individual numbers that provided us more specific valuable information. Parents and Staff report as strengths:

*Resources and Support Systems

*Purpose and Direction

*Governance and Leadership

Model students reported:

*In grades K-2, students reported an overall satisfaction rating score of 2.86 out of 3.

*In grades 3-5, students find Purpose and Direction, Resources and Support Systems, and Teaching and Assessing for Learning are our strongest features.

*Grades 6-12, students reported Purpose and Direction, Governance and Leadership, and Teaching and Assessing for Learning are overall our strongest features.

Standard 1: Purpose and Direction

Parents (92%) and staff (94%) find that our school's purpose statement is clearly focused on student success. Students in grades K-2 gave an average score of 99% reporting that they believe teachers want them to learn. In grades 3-5, students agreed that principals and teachers want every student to learn (97.5%). The olderr grades report that they have the opportunity to receive a high quality education (89%), that programs and services are in place to help them succeed (86%), and the purpose and expectations are clearly explained to both students and families (80%).

Standard 2: Governance and Leadership

All stakeholders feel that our school has high expectations for students in all classes (86%-parents, 85%-staff, 84%-middle/high students, 99%-grades K-5). Parents (86.8%) and staff (89.56%) find that our school provides opportunities for stakeholders to be involved in the school.

Section 3: Teaching and Assessing for Learning

Parents believe that teachers are using a variety of teaching strategies and learning activities (84%). Staff survey results tell us that teachers are regularly using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills (89.55%). The staff also reported that teachers in our school personalize instructional strategies and interventions to address individual learning needs of students (82%). Students in grades 3-5 recognize that teachers are using different activities to help them learn (93.5%), and that teachers are trying to provide instruction on things they will need in the future (91.87%).

According to parents, students know the expectations for learning in all classes (87%). Middle and high school students report that Model provides new and challenging curriculum and learning experiences (84%). The staff survey results indicate that related learning support services are provided to students based upon their needs (89.55%). Students in grades 6-12 report that the school gives multiple assessments to check understanding of what has been taught (82.6%). These students also report that teachers use tests, projects, presentations, and portfolios to check understanding (82.6%). Students in grades 3-5 also report that their teachers are doing an effective

job of reporting to families how they are doing in school (93.5%). Students are provided up-to-date computers and other technology to learn (80%) according to parents. Staff agrees that teachers in the school use a variety of technologies as instructional resources (92.54%).

Section 4: Resources and Support Systems

Our school provides students with access to a variety of information resources to support their learning according to parents (89.28%) and staff (87.88%). Students in grades K-2 report that the school has books for them to read (99%), and they have many places, such as the library, where they can learn (96.75%).

Parents and staff agree that the school provides qualified staff members to support student learning (86%-parents and 95%-staff). Parents feel that our school provides a safe learning environment (90%). Students in grades K-2 report that they too feel safe at school (96%). Staff (94%) and students in grades 6-12 (81%) find that our school provides opportunities for students to participate in activities that interest them.

Section 5: Using Results for Continuous Improvement

Parents (80.6%) and students (elementary-95%, middle/high-80%) find that students have been prepared for success in the next school year. Staff finds that our school is using multiple assessment measures to determine student learning and school performance (85%) and they believe that the leaders monitor data related to student achievement (80%).

During the past couple of years, Model has made strides to differentiate instruction for all students and to provide the necessary support services to students as they are needed. We began this process by trying to more accurately identify students that are gifted and talented versus students that are high achieving. We have established Response to Intervention at all levels to better target students who need additional support to continue to help them achieve. Teachers continue to find creative ways to support students and offer opportunities for them to participate in a wide array of activities that interest and challenge them personally, academically and physically.

Model has cause to celebrate because stakeholders feel that Model has high expectations for all students with an opportunity to receive a quality education, and that our focus is on student success. Our school should also celebrate as our teachers ensure that students are provided with a variety of informational resources to support their learning which appears to guarantee success for students the next year in school.

Opportunities for Improvement

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

The following areas were identified as needing improvement in each standard by the survey results.

Standard 1: Purpose and Direction

Parents (63%) and staff (78%) reported that our school's purpose statement has been formally reviewed and revised with stakeholders. A committee involving all stakeholders needs to be established and charged with reviewing the current vision, mission, and purpose statements to ensure appropriateness.

Standard 2: Governance and Leadership

Leaders must regularly evaluate staff members on criteria designed to improve teaching and learning (27%) and provide supervisory feedback to improve student learning (27%). Model is currently reviewing the evaluation process to determine how to better serve teachers with frequent and constructive feedback.

Students in grades 3-5 (30%) and 6-12 (52%) shared that students do not always treat adults with respect. Model's guidance counselors will review its curriculum to address more instruction on respect. Staff also should remember to model respect for students.

Standard 3: Teaching and Assessing for Learning

Staff report not all teachers are not monitoring and adjusting curriculum, instruction, and assessment based on data from student assessment and best practices (24%). This was confirmed by parents (64%) and 6-12 students (75%). Parents indicate support services are not always provided (26%). Additional training on using student assessment which promotes individualized instruction is needed for staff. Students will then be offered the appropriate support services based upon identified needs.

Staff indicates that teachers are not providing students with specific and timely feedback about their learning (37%). Grades 6-12 say families are not being informed of academic progress (45%). Parents say they are not kept informed regularly on how their child is being graded (37%). Staff members also indicate that consistent common grading and reporting policies across grade levels and courses are not based upon clearly defined criteria (16%). To address this need, the SBDM needs to review and update its policies on grading to be more consistent, specific and timely.

Students in K-2 shared that only 73% their families like to come to Model. Grades 3-5 (66%), grades 6-12 (50%), and staff (73%) say Model is offering enough opportunities for families to become involved in school activities and learning. The climate committee has been charged with establishing opportunities to engage families in school activities and student learning.

Students in grades 6-12, reported that 53.7% of the students do not feel as if they have an adult that knows them well or that has shown an interest in their education and future. Staff must consider a policy for ensuring all students feel they have an advocate.

Staff identified this standard to be one needing much improvement. Model must establish more professional learning communities that span across grade levels and content areas (25%) for teacher support. PLCs will create a formal process to promote discussions about student learning (37%), encouraging student data to be used more frequently to drive instruction and meet the unique needs of the classroom (24%). This opportunity would lead to peer coaching (37%), and offer support to the new staff members (38%).

Standard 4: Resources and Support Systems

Model parents do not report excellent support services (e.g. counseling, and/or career planning) being provided to students (29%). Support services need to conduct a review of their time allocations to determine if they are providing sufficient services to students. Results indicate that 39% of parents think the school is not ensuring effective use of financial resources. It is important that the administrators and officials do a thorough review of the budget and share their findings as to how funds are being allocated to parents.

Staff reports that Model facilities are not the best suited to support students learning (27%) and that it does not always contribute to a safe environment (27%). Grades 3-5 report that they do not feel that Model is safe and clean (38%). Students in 6th-12th shared that students do not respect the property of others (61%). Over the past three years, Model Laboratory addressed safety concerns with the structure and appearance of the building. This year, a major project involving mold removal took place. The school is currently awaiting a review to determine is viability for a new building.

Students in grades 3-5 (13%), and 6-12 (54%) shared that Model does not encourage children to always help each other in the classroom. Teachers need to consider their small group instruction to create a more supportive learning environment.

Standard 5: Using Results for Continuous Improvement

This standard was identified by all as needing improvement. Model parents (32%) and grades 6-12 (48%) find that all staff members do not monitor and report the achievement of school goals. Administrators and teachers do not monitor and inform them of their child's learning progress (31%). This may be due to the fact that many identified teachers are not trained in the evaluation, interpretation, and use of data (39%); nor is there a systematic process for collecting, analyzing, and using data (38%). Leaders need to model this by monitoring data related to continuous improvement goals (49%) and employ consistent assessment measures across classrooms and courses (23%). Model's past reflects a high performance school. Not much emphasis on student assessment has been given. With the identification of the elementary school as a focus school, it is now necessary to consider this need. We need to inquire more about what students are thinking about school (21%), especially with our elementary. The numbers tell us that our students in 6-12 would like to have more input in planning ways to improve Model (62%). Consideration should be made inviting more input from students.

Conclusion

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

It is evident that Model Laboratory Schools does many things well. Over the next several months, Model will need to continue to improve by implementing suggestions to target the areas noted as needing improvement.

A committee needs to be formed to take time to review the narrative of each individual survey to identify what was shared by stakeholders as what they like best, what needs improvement, and their wishes for Model Laboratory School in the future. Once that committee is finished evaluating the survey results, the committee should then present those results to help better guide the suggestions already being made and implemented based upon those recommendations currently being offered.

It has been determined that Model stakeholders immediately need to begin to address these three areas for improvement.

- 1) The review of grading policies for all grade levels, including the procedures identified as means to communicate the results of student progress.
- 2) The implementation of more effective learning communities to emphasize the importance of data driven instruction to meet the diverse learning needs in the classroom.
- 3) Provide training on the evaluation, interpretation, and use of data to explore its importance in decision making and the initiation of a more systematic process for collecting, analyzing, and using data to drive instruction.

Comprehensive School Improvement Plan 2012- 2013

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Overview

Plan Name

Comprehensive School Improvement Plan 2012-2013

Plan Description

Pre-K to 12

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Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	Increase percentage of elementary and middle school students scoring proficient or above in the On-Demand Writing tasks to 60% or higher.	Objectives: 2 Strategies: 4 Activities: 5	Academic	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., A 3% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency On-Demand Writing Tasks in English Language Arts by 05/31/2013 as measured by formative and summative assessments, including K-Prep.	\$2000

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2	Increase the average combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 5 Strategies: 11 Activities: 13	Organizational	Collaborate to increase the overall reading and math scores for Model elementary from 64.6% to 70% by 05/31/2013 as measured by K-Prep., Collaborate to review current grading policies and communication procedures by 05/31/2013 as measured by current SBDM policies., Collaborate to ensure that all children entering kindergarten in the fall of 2013 will be screened for readiness with 50% more students being ready for kindergarten by 09/15/2014 as measured by 2013 baseline results of the BRIGANCE Screener., Collaborate to increase the overall reading and math for Model Laboratory Middle from 69.7% to at least 70% by 05/31/2013 as measured by K-Prep., 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.	\$9300
3	Increase the average freshman graduation rate from 76% to 90% by 2015.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to maintain the graduation rate to at least 90% by 05/29/2015 as measured by the graduation formula.	\$0
4	Increase the percentage of students who are college and career ready from 34% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	Collaborate to increase the college and career ready percentage from 74.4% to at least 75% by 05/31/2013 as measured by the Unbridled Learning CCR formula.	\$500

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5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 4 Strategies: 4 Activities: 6	Organizational	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., Collaborate to evaluate current constructed response practice by 05/31/2013 as measured by SBDM policy and the K-Prep assessment., Collaborate to determine eligibility to participate in the National School Lunch Program by 05/31/2013 as measured by federal and state mandates., 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.	\$0
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Goal 1: Increase percentage of elementary and middle school students scoring proficient or above in the On-Demand Writing tasks to 60% 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 strive to reach proficiency on all 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.

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

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	08/15/2012	05/31/2013	\$1000	General Fund	English/Language Arts Teachers

Strategy 2:

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

Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained to utilize the CIITS 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	08/15/2012	05/31/2013	\$0	No Funding Required	James Dantic, Mark Cornette, and Teachers

Strategy 3:

Professional Learning Communities - Teachers meet in PLCs regularly

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	08/15/2012	05/31/2013	\$1000	Other	James Dantic, Mark Cornette, Ellen Rini, Sarah Shaffer, and teachers
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	08/15/2012	05/31/2013	\$0	No Funding Required	James Dantic, Mark Cornette, and English/Language Arts Teachers

Measurable Objective 2:

A 3% increase of Sixth, Seventh and Eighth grade students will demonstrate a proficiency On-Demand Writing Tasks in English Language Arts by 05/31/2013 as measured by formative and summative assessments, including K-Prep.

Strategy 1:

Structured Response - 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.

Activity - Writing skills	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 implement best practices (i.e. conferencing with teacher and peers).	Academic Support Program	08/15/2012	05/31/2013	\$0	No Funding Required	James Dantic Mark Cornette All English/Language Arts Teachers

Goal 2: Increase the average 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 scores for Model elementary from 64.6% to 70% by 05/31/2013 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

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be monitored for progress twice per month.

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	08/20/2012	05/31/2013	\$2000	General Fund	James Dantic, Mark Cornette, Sarah Shaffer, All elementary teachers

Activity - RTI-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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

Strategy 2:

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

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	08/20/2012	05/31/2013	\$2000	Other	All PLC members

Strategy 3:

Resources - Teachers will use common core aligned resources.

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	08/20/2012	05/31/2013	\$0	No Funding Required	All teachers

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Measurable Objective 2:

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.

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	01/01/2013	05/31/2013	\$0	No Funding Required	All Staff, SBDM Council

Measurable Objective 3:

Collaborate to ensure that all children entering kindergarten in the fall of 2013 will be screened for readiness with 50% more students being ready for kindergarten by 09/15/2014 as measured by 2013 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.

Activity - Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	07/22/2013	09/15/2014	\$500	General Fund	Pre-School and Kindergarten teachers, support staff, Administrators, Special Education Director, and Counselor

Measurable Objective 4:

Collaborate to increase the overall reading and math for Model Laboratory Middle from 69.7% to at least 70% by 05/31/2013 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.

Activity - Embed content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Embed content through the use of literacy strands in the areas of Science and Social Studies.	Academic Support Program	08/20/2012	05/31/2013	\$0	No Funding Required	Adrian Nix, Lee Newbury, Liese Rhodus, Joelle Sprague
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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	08/20/2012	05/31/2013	\$0	No Funding Required	All teachers

Strategy 2:

Resources - Teachers will use common core aligned resources.

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

Strategy 3:

Response to Intervention-Reading - Students in 6th grade that have been identified as needing additional support based upon their score for DIBELS and the OWLS (Oral and Written Language Skills) assessment as being below level will receive additional instruction in reading and writing.

Activity - Reading Course	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the 6th grade will receive additional direct instruction for 55 minutes a day, 5 days per week to target skills in reading and writing. Ongoing monitoring for student progress will be used to drive instruction.	Direct Instruction	01/03/2013	05/31/2013	\$1000	District Funding	Joelle Sprague, Joey Lindon, Cindy Reeves

Strategy 4:

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.

Activity - PLC/Data Disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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
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Measurable Objective 5:

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).

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	08/15/2012	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.

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	08/15/2012	05/31/2013	\$300	Other	Third Grade teachers and support staff

Goal 3: Increase the average freshman graduation rate from 76% to 90% by 2015.

Measurable Objective 1:

Collaborate to maintain the graduation rate to at least 90% by 05/29/2015 as measured by the graduation formula.

Strategy 1:

Targeted Intervention - Target at-risk students.

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Activity - Targeted Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify at-risk students and schedule courses targeting their ILPs.	Academic Support Program	08/13/2012	05/31/2013	\$0	No Funding Required	Counselors, All middle & high teachers

Activity - Career Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase awareness of career options to students in the middle and high schools.	Career Preparation/Orientation	08/15/2012	05/31/2013	\$0	No Funding Required	Principals, Counselors, & Teachers

Goal 4: Increase the percentage of students who are college and career ready from 34% to 68% by 2015.

Measurable Objective 1:

Collaborate to increase the college and career ready percentage from 74.4% to at least 75% by 05/31/2013 as measured by the Unbridled Learning CCR formula.

Strategy 1:

Academic and Career Advising - Helping students to understand the importance of their education and the significance of their graduation.

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop, promote, and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	01/03/2013	05/31/2013	\$500	Other	All School Staff

Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a college day where all students (P-12) wear college shirts and a career day where all students (P-12) dress in a career related to their ILP career choice.	Policy and Process	08/13/2012	05/31/2013	\$0	No Funding Required	All Staff

Strategy 2:

Acceleration - The SBDM will consider policies for acceleration.

Activity - Acceleration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Model's SBDM Council will consider policies that would address acceleration strategies for students in the building.	Policy and Process	08/13/2012	05/31/2013	\$0	No Funding Required	Sarah Shaffer, Gifted/Talented Advisory Committee, SBDM
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Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the 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.

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 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.

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

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Measurable Objective 3:

Collaborate to determine eligibility to participate in the National School Lunch Program by 05/31/2013 as measured by federal and state mandates.

Strategy 1:

Free and Reduced Lunch - A committee will be formed to determine the possibility of Model Laboratory participating in the National School Lunch Program to identify and provide services to the students in need.

Activity - NSLP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Evaluate and report the possibility and timeline as to Model Laboratory participating in the free and reduced lunch program for Kentucky students.	Policy and Process	01/01/2013	05/31/2013	\$0	No Funding Required	Mr. Dantic, Mr. Cornette, SBDM, and Evaluation Committee

Measurable Objective 4:

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.

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

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 members

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
Operation Preparation	Develop, promote, and implement Operation Preparation for 8th and 10th grade students.	Career Preparation/Orientation	01/03/2013	05/31/2013	\$500	All School 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	08/15/2012	05/31/2013	\$300	Third Grade teachers and support staff
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	08/15/2012	05/31/2013	\$1000	James Dantic, Mark Cornette, Ellen Rini, Sarah Shaffer, and teachers
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
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	08/20/2012	05/31/2013	\$2000	All PLC members
Total					\$7300	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	07/22/2013	09/15/2014	\$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	08/15/2012	05/31/2013	\$1000	English/Language Arts Teachers
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	08/20/2012	05/31/2013	\$2000	James Dantic, Mark Cornette, Sarah Shaffer, All elementary teachers
Total					\$3500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Course	Students in the 6th grade will receive additional direct instruction for 55 minutes a day, 5 days per week to target skills in reading and writing. Ongoing monitoring for student progress will be used to drive instruction.	Direct Instruction	01/03/2013	05/31/2013	\$1000	Joelle Sprague, Joey Lindon, Cindy Reeves
Total					\$1000	

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

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College Day	Establish a college day where all students (P-12) wear college shirts and a career day where all students (P-12) dress in a career related to their ILP career choice.	Policy and Process	08/13/2012	05/31/2013	\$0	All Staff
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	01/01/2013	05/31/2013	\$0	All Staff, SBDM Council
NSLP	Evaluate and report the possibility and timeline as to Model Laboratory participating in the free and reduced lunch program for Kentucky students.	Policy and Process	01/01/2013	05/31/2013	\$0	Mr. Dantic, Mr. Cornette, SBDM, and Evaluation Committee
Targeted Intervention	Identify at-risk students and schedule courses targeting their ILPs.	Academic Support Program	08/13/2012	05/31/2013	\$0	Counselors, All middle & high teachers
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
Writing skills	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 implement best practices (i.e. conferencing with teacher and peers).	Academic Support Program	08/15/2012	05/31/2013	\$0	James Dantic Mark Cornette All English/Language Arts Teachers
Career Preparation	Increase awareness of career options to students in the middle and high schools.	Career Preparation/Orientation	08/15/2012	05/31/2013	\$0	Principals, Counselors, & Teachers
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
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
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	08/20/2012	05/31/2013	\$0	All teachers
Acceleration	Model's SBDM Council will consider policies that would address acceleration strategies for students in the building.	Policy and Process	08/13/2012	05/31/2013	\$0	Sarah Shaffer, Gifted/Talented Advisory Committee, SBDM

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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	08/20/2012	05/31/2013	\$0	Adrian Nix, Lee Newbury, Liese Rhodus, Joelle Sprague
Baseline Data	Based upon student benchmarks, additional direct instruction will be provided in addition to progress monitor to guide instruction.	Direct Instruction	08/15/2012	05/31/2016	\$0	Third grade teachers and support staff
CIITS	Teachers will be trained to utilize the CIITS 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	08/15/2012	05/31/2013	\$0	James Dantic, Mark Cornette, and 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	08/15/2012	05/31/2013	\$0	James Dantic, Mark Cornette, and English/Language Arts Teachers
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	08/20/2012	05/31/2013	\$0	All 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
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
Total					\$0	