



Comprehensive School Improvement Plan

Keavy Elementary School
Laurel County

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Introduction

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

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

all student are provided access .

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

Keavy Elementary is a rural school with a enrollment of 298 students. We serve students from Primary through 5th grade and also a preschool class. Many of our faculty and staff attended Keavy and continue to live in the community and thus have a personal commitment to making our school the best it can be. We strive to ensure that all of our students are prepared to succeed at the next level of their academic progress. We use thoughtful, caring instruction to meet the needs of all learners. Programs are in place to overcome obstacles that might stand in the way of a student's success. Our reading program provides continuous monitoring and individualized instruction as students develop essential reading skills. Our district uses the SRA Imagine It Reading Program in grades K-3rd, which also integrates our Common Core Reading Standards throughout the program. Reading Workshop is offered to K-2nd grade students and allows students to have the opportunity for individualized instruction in reading based on their reading level. The Reading Mastery Program is offered to some students not performing on grade level in reading. Reading is monitored with Computer Based Programs such as MAP, DEA, STAR Reading, AR, classroom grades, and classroom performance as well as District Wide Ten Minute Assessments.

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

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

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

OR

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

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

Goal 1:

All teachers at Keavy Elementary will be exposed to the Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to demonstrate a proficiency in the new Teacher Professional Growth and Effectiveness System by 03/09/2017 as measured by measured by each teacher participating in PLC meetings and staff meetings discussing CHETL and the Proficiency Framework document.

Strategy1:

TPGES - All teachers will be exposed to the TPGES Framework and will watch videos from Teachscape on a monthly basis in order to become familiar with the new evaluation system. Teacher will collaborate with peers along with sharing ideas

Category: Teacher PGES

Research Cited:

Comprehensive School Improvement Plan

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Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
all teachers will participate in the district observation training. Trained teachers will share ideas with peers and focus on chetl frame work to improve teaching and learning	Professional Learning	08/05/2015	05/10/2017	\$2000 - District Funding	District support , Principal .

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

Teachers (Kendra Engle , Julia Baker, Patricia Singleton,) Parents Angela Murry , Tiffany smith, PTO officers, Parents

Relationship Building

Overall Rating: 3.43

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

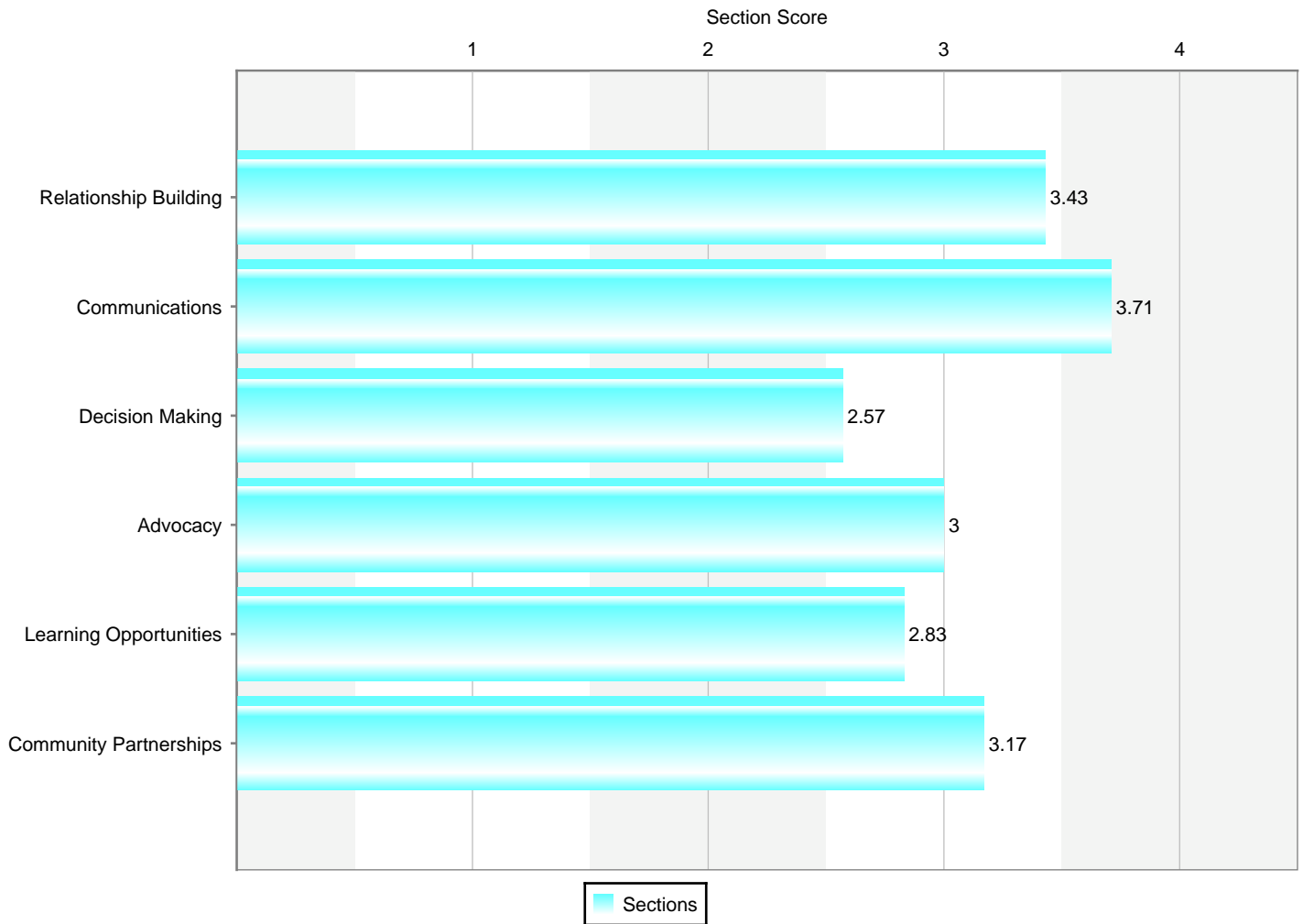
We have a strong sense of community and parent support from our parents .

Since we are a rural school we have a lack of other stakeholders in the area.

we are continuing to communicate with our parents and invite them in to our school for programs such as Veterans day and our Christmas programs.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Improvement planning starts early at Keavy Elementary. We administer the MAP test during the first month of school then establish teams of teachers to review the data. We also involve the para-educators in the data desegregation process by the use of decile reports. The information is then communicated to our SBDM council at scheduled monthly meetings. Parents are given reports at our parent teacher conferences.

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

We involve our teachers by the use of data desegregation teams. Our para-educators are involved by review of decile charts. The Parents are given goal setting reports and also involved by parent meeting.

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

Our improvement plan is reviewed during faculty meetings and grade level meeting. We also review the plan and have regular I&I checks throughout the year.

Phase I - Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions.

4 "BIG Ideas"

1. What are we teaching?
2. How do we know if students are learning what we are teaching?
3. What do we do if they do not learn?
4. What do we do when students already know what we are teaching?

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?

3rd Grade

Reading-Percent of students scoring Proficient/Distinguished greater than District and State means. Percent of P/D was greater than all schools in the district.

Math-Percent of students scoring Proficient/Distinguished greater than District and State means.

4th Grade

Science- Percent of students scoring Proficient/Distinguish greater than District and State means.

2nd highest Science score in District.

5th Grade

Math-Percent of students scoring Distinguished greater than District and State means.

Writing-Percent of students scoring Distinguished greater than District and State means.

Opportunities for Improvement

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

CRITICAL NEEDS

Focus on moving all students to the next level of performance.

Ensure students have academic supports in place when transitioning into the intermediate grades.

PLANS FOR IMPROVEMENT

Concentrate on what our students need to know.

Continued focus on Common Core Standards at all grade levels.

Reading and Math coaches will aid teachers in understanding and teaching the standards.

Find out what our students know.

MAP

PAS/Think Link

Interim Assessments

Ensure that our students are learning.

' ESS tutors delivering targeted instruction

Primary reading success resulted in fewer Reading Mastery groups allowing para-educators to assist more students in 4th and 5th grades.

Implement whole brain teaching techniques to facilitate classroom management and student engagement.

Teachers need to become better at diagnosing students needs based on formative assessment.

Conclusion

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

Focus on 4 "BIG Ideas"

1. What are we teaching?
2. How do we know if students are learning what we are teaching?
3. What do we do if they do not learn?
4. What do we do when students already know what we are teaching?

Analysis of student work to drive instruction

High quality lesson development that results in most effective first-time teaching

Student understanding of lesson objectives with specific learning targets based on Kentucky Standards.

Common understanding of active student engagement

Formative assessment: flashbacks, exit slips, continuous monitoring

Common interim assessments on a 9 week basis

Purposeful, reflective and intentional planning that results in data driven intervention or enrichment

Plan for Comprehensive School Improvement Plan

Overview

Plan Name

Plan for Comprehensive School Improvement Plan

Plan Description

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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	Total Funding
1	increase the averaged combined reading and math K-prep scores for elementary and middle schools students from 44% to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 15	Organizational	\$13850
2	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: 1 Strategies: 2 Activities: 5	Organizational	\$4000
3	All students at Keavy Elementary are screened for kindergarten readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000
4	Increase the percentage of distinguished programs in the arts and humanities and PL/CS and writing	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$700
5	All teachers at Keavy Elementary will be exposed to the Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2000

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Keavy Elementary 39.6 to 57.7 by 05/15/2015 as measured by K-prep.

Strategy 1:

CIITS - Will aid instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.

Category: Professional Learning & Support

Activity - CIITS PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage	Professional Learning	08/08/2012	05/15/2015	\$250	State Funds	Principal
Activity - CIITS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	10/31/2012	05/15/2015	\$0	No Funding Required	Principal
Activity - CIITS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement	Academic Support Program	11/01/2012	05/15/2015	\$500	District Funding	Principal , Ciits implementatio n team

Strategy 2:

Curriculum Assessment & Alignment - Focus on curriculum and resourses to ensure teachers have knowledge and resources to teach the Common Core Standards

Category: Continuous Improvement

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Curriculum Coaches
Activity - Disseminate updated/revised curriculum to teachers to gather feedback and input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Disseminate updated/revised curriculum to teachers to gather feedback and input	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Curriculum Coaches
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Activity - Ensure that teachers implement the curriculum using best practices for instruction and assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure fidelity of instruction	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Curriculum coaches

Strategy 3:

Literacy Initiative - Access and disseminate resources to support literacy initiative in schools

Category:

Activity - Identify gaps in literacy performance to determine professional development needed for instructional improvements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor by the use of data analysis and walk-thrus to determine need for PD	Academic Support Program	08/08/2012	05/16/2014	\$1000	State Funds	Principal,

Activity - RM coaching visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions	Academic Support Program	08/08/2012	05/15/2015	\$0	No Funding Required	Principal, Reading Coach

Activity - Data analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements	Academic Support Program	09/03/2012	05/15/2015	\$0	No Funding Required	Principal, Grade level teachers

Activity - Activity - Teachers make necessary grade level or school wide adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will participate in a two hour reading block consisting of one hour whole group instruction and one hour work shop. Work shop time allows students to be grouped according to RIT scores with smaller number of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2012	05/15/2015	\$0	No Funding Required	Principal, Teachers, Media Specialist, Itinerant Teachers, Instructional Assistants

Activity - Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Keavy Elementary School

All K-3 students scoring below the 20th percentile on MAP will receive an extra hour of reading instruction using Reading Mastery	Academic Support Program	08/09/2012	05/15/2015	\$2500	Title I Schoolwide	Principal, Teachers, Paraeducators
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Strategy 4:

Math initiative - Access and disseminate resources to support Math initiative in schools

Category:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematical Practices Professional Development , revisit strategies discussed in pd provided by Renae Yates	Professional Learning	08/08/2012	05/15/2015	\$600	State Funds	Principal ,

Activity - Review Grade Level KCAS Math standards during PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provided copy of and discussed Grade level focus and overview, Shared copy of Table 1 and glossary, Shared games and activities for math, Reminded teachers of resources provided previously that are found on the Keavy Share Drive., Web sites that could be used on smart boards or during lab time., Whole Number Computation Error Analysis and Interventions- 4B and 5B.	Academic Support Program	08/18/2014	05/15/2015	\$0	No Funding Required	Principal ,

Activity - MAP/Descartes (2-5) DEA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Shared Math Descartes placemats that could be used to differentiate instruction for groups of students. REview DEA assesment	Academic Support Program	09/17/2014	05/15/2015	\$0	No Funding Required	Principal ,

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$9000	Title I Part A, State Funds	Principal

Goal 2: 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:

Comprehensive School Improvement Plan

Keavy Elementary School

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.7 to 51.7 by 10/15/2014 as measured by K-PREP. by 05/15/2017 as measured by for all students in the non duplicated gap group from 38.8% to 45.8% as measured by K-PREP.

Strategy 1:

RTI - RTI - Students performing persistently below grade level will receive interventions to increase the number of students scoring Proficient

Category: Learning Systems

Activity - interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students persistently scoring below grade level on both K-Prep and MAP tests will receive interventions	Direct Instruction	08/08/2012	05/15/2017	\$4000	State Funds	Teachers, Principals, Interventionist District Staff

Strategy 2:

Data Disaggregation - Staff will continue disaggregating data from the K-Prep and MAP DEA tests to monitor academic progress of students.

Category: Continuous Improvement

Activity - MAP & K-Prep data disaggregation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review K-Prep map and DEA data to help drive daily instruction in reading and math. Teachers will complete decile reports using MAP for Fall, Winter and Spring scores for progress monitoring. Teachers will chart common assessment results three times a year. Learning gaps and lapses in progress identified will drive instruction	Direct Instruction	08/08/2012	05/15/2017	\$0	No Funding Required	Teachers, Principals, District Staff

Activity - using an interactive notebook for reading/phonics and writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be creating journal entries that are illustrated and some are/will be 3 Dimensional	Technology	09/01/2015	05/15/2017	\$0	General Fund	Class room teachers

Activity - rotating Reading Simple Solutions/Reading Ready Common Core each morning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
rotating Reading Simple Solutions/Reading Ready Common Core each morning	Academic Support Program	10/01/2015	05/15/2017	\$0	Other	Class room teachers

Activity - Math simple solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Math Simple Solutions as a spiral review daily in our math lessons.	Academic Support Program	08/10/2015	05/15/2017	\$0	Other	Class room teachers

Goal 3: All students at Keavy Elementary are screened for kindergarten readiness.

Measurable Objective 1:

collaborate to screen all kindergarten students at Keavy Elementary by 01/23/2016 as measured by as measured by Brigance Early Childhood Screener.

Strategy 1:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Learning Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Activity - Assess all kindergarten students for readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information gleaned from the Brigance Early Childhood Screener results will be utilized during instruction of reading and math as well as social and emotional growth.	Academic Support Program	08/13/2014	05/15/2017	\$2000	Title I Schoolwide	Principal, Teachers, Para-Educators

Goal 4: Increase the percentage of distinguished programs in the arts and humanities and PL/CS and writing

Measurable Objective 1:

collaborate to provide high level Practical Living/Career Studies, Arts and Humanities, and Writing programs for our students by 06/01/2014 as measured by the quality of products and performances by our students by 05/15/2017 as measured by as measured by the quality of products and performances by our students.

Strategy 1:

Arts and Humanities - An Arts and Humanities vision will be implemented throughout the school - Performances will be brought into the school for all students to enjoy and

learn from. The entire school will also attend one stage performance during the year.

Category: Continuous Improvement

Activity - Performances	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Keavy Elementary School

Students will be given the opportunity to perform in front of peers and community members in various productions throughout the year. Examples include but are not limited to: Veterans' Day program, Christmas Sing-Along, Christmas play, art show, talent show, etc	Academic Support Program	08/13/2014	05/15/2017	\$500	Title I Part A	Teachers , Art , Music , Libraty staff
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Strategy 2:

Practical Living/Career Studies - Students will be exposed to a variety of careers and practical living skills throughout the year.

Category: Learning Systems

Activity - Career fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will visit at least one career fair during the school year to talk to community members about their jobs.	Academic Support Program	01/01/2016	04/10/2017	\$200	FRYSC	Frysc staff

Goal 5: All teachers at Keavy Elementary will be exposed to the Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to demonstrate a proficiency in the new Teacher Professional Growth and Effectiveness System by 03/09/2017 as measured by each teacher participating in PLC meetings and staff meetings discussing CHETL and the Proficiency Framework document.

Strategy 1:

TPGES - All teachers will be exposed to the TPGES Framework and will watch videos from Teachscape on a monthly basis in order to become familiar with the new evaluation system. Teacher will collaborate with peers along with sharing ideas

Category: Teacher PGES

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
all teachers will participate in the district observation training. Trained teachers will share ideas with peers and focus on chetl frame work to improve teaching and learning	Professional Learning	08/05/2015	05/10/2017	\$2000	District Funding	District support , Principal .

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assess all kindergarten students for readiness	Information gleaned from the Brigance Early Childhood Screener results will be utilized during instruction of reading and math as well as social and emotional growth.	Academic Support Program	08/13/2014	05/15/2017	\$2000	Principal, Teachers, Para-Educators
Activity - Reading Mastery Program	All K-3 students scoring below the 20th percentile on MAP will receive an extra hour of reading instruction using Reading Mastery	Academic Support Program	08/09/2012	05/15/2015	\$2500	Principal, Teachers, Paraeducators
Total					\$4500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS implementation	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement	Academic Support Program	11/01/2012	05/15/2015	\$500	Principal , Ciits implementation team
Implementation	all teachers will participate in the district observation training. Trained teachers will share ideas with peers and focus on chetl frame work to improve teaching and learning	Professional Learning	08/05/2015	05/10/2017	\$2000	District support , Principal .
Total					\$2500	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career fair	Students will visit at least one career fair during the school year to talk to community members about their jobs.	Academic Support Program	01/01/2016	04/10/2017	\$200	Frysc staff
Total					\$200	

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Keavy Elementary School

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
rotating Reading Simple Solutions/Reading Ready Common Core each morning	rotating Reading Simple Solutions/Reading Ready Common Core each morning	Academic Support Program	10/01/2015	05/15/2017	\$0	Class room teachers
Math simple solutions	Use Math Simple Solutions as a spiral review daily in our math lessons.	Academic Support Program	08/10/2015	05/15/2017	\$0	Class room teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performances	Students will be given the opportunity to perform in front of peers and community members in various productions throughout the year. Examples include but are not limited to: Veterans' Day program, Christmas Sing-Along, Christmas play, art show, talent show, etc	Academic Support Program	08/13/2014	05/15/2017	\$500	Teachers , Art , Music , Libraty staff
Tutoring	Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$4500	Principal
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP/Descartes (2-5) DEA	Shared Math Descartes placemats that could be used to differentiate instruction for groups of students. REview DEA assesment	Academic Support Program	09/17/2014	05/15/2015	\$0	Principal ,
Review Grade Level KCAS Math standards during PLCs	Provided copy of and discussed Grade level focus and overview, Shared copy of Table 1 and glossary, Shared games and activities for math, Reminded teachers of resources provided previously that are found on the Keavy Share Drive., Web sites that could be used on smart boards or during lab time., Whole Number Computation Error Analysis and Interventions- 4B and 5B.	Academic Support Program	08/18/2014	05/15/2015	\$0	Principal ,

Comprehensive School Improvement Plan

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Ensure that teachers implement the curriculum using best practices for instruction and assessment	Ensure fidelity of instruction	Academic Support Program	08/08/2012	05/15/2015	\$0	Curriculum coaches
RM coaching visits	Consult available resources to support literacy planning, professional learning and interventions	Academic Support Program	08/08/2012	05/15/2015	\$0	Principal, Reading Coach
CIITS implementation	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	10/31/2012	05/15/2015	\$0	Principal
Disseminate updated/revised curriculum to teachers to gather feedback and input	Disseminate updated/revised curriculum to teachers to gather feedback and input	Academic Support Program	08/08/2012	05/15/2015	\$0	Curriculum Coaches
MAP & K-Prep data disaggregation	Teachers will review K-Prep map and DEA data to help drive daily instruction in reading and math. Teachers will complete decile reports using MAP for Fall, Winter and Spring scores for progress monitoring. Teachers will chart common assessment results three times a year. Learning gaps and lapses in progress identified will drive instruction	Direct Instruction	08/08/2012	05/15/2017	\$0	Teachers, Principals, District Staff
Analyze curriculum to identify gaps	Analyze curriculum to identify gaps	Academic Support Program	08/08/2012	05/15/2015	\$0	Curriculum Coaches
Data analysis	Teachers meet to analyze student evidence and learning to determine instructional improvements	Academic Support Program	09/03/2012	05/15/2015	\$0	Principal, Grade level teachers
Activity - Teachers make necessary grade level or school wide adjustments	Primary students will participate in a two hour reading block consisting of one hour whole group instruction and one hour work shop. Work shop time allows students to be grouped according to RIT scores with smaller number of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2012	05/15/2015	\$0	Principal, Teachers, Media Specialist, Itinerant Teachers, Instructional Assistants
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements	Monitor by the use of data analysis and walk-thrus to determine need for PD	Academic Support Program	08/08/2012	05/16/2014	\$1000	Principal,

Comprehensive School Improvement Plan

Keavy Elementary School

Math Professional Development	Mathematical Practices Professional Development , revisit strategies discussed in pd provided by Renae Yates	Professional Learning	08/08/2012	05/15/2015	\$600	Principal ,
CIITS PD	Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage	Professional Learning	08/08/2012	05/15/2015	\$250	Principal
Tutoring	Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$4500	Principal
interventions	Students persistently scoring below grade level on both K-Prep and MAP tests will receive interventions	Direct Instruction	08/08/2012	05/15/2017	\$4000	Teachers, Principals, Inteventionist District Staff
Total					\$10350	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
using an interactive notebook for reading/phonics and writing	Students will be creating journal entries that are illustrated and some are/will be 3 Dimensional	Technology	09/01/2015	05/15/2017	\$0	Class room teschers
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

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	3rd Grade Reading-Percent of students scoring Proficient/Distinguished greater than District and State means. Percent of P/D was greater than all schools in the district. Math-Percent of students scoring Proficient/Distinguished greater than District and State means. 4th Grade Science- Percent of students scoring Proficient/Distinguish greater than District and State means. 2nd highest Science score in District. 5th Grade Math-Percent of students scoring Distinguished greater than District and State means. Writing-Percent of students scoring Distinguished greater than District and State means.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	see plan	

Comprehensive School Improvement Plan

Keavy Elementary School

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	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We invite student teachers in to do observations	

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	yes t1 is in compliance	

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	See compact	

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

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	See pd plan	

Comprehensive School Improvement Plan

Keavy Elementary School

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	thru council meetings	

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	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Comprehensive School Improvement Plan

Keavy 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.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Comprehensive School Improvement Plan

Keavy Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Keavy Elementary reviews many sources of data. Keavy faculty reviewed data from Kprep(grades 3-5), as well as data from the MAP and PAS During our annual Data Disaggregation exercise we looked for gaps in performance, identified students at the cusp of proficiency, targeted weaknesses and celebrated strengths. These findings, along with data gathered from PAS, MAP, aided us as we planned for all of our students. We focused on these leading Questions. 4 "BIG Ideas" 1. What are we teaching? 2. How do we know if students are learning what we are teaching? 3. What do we do if they do not learn? 4.	

Comprehensive School Improvement Plan

Keavy Elementary 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	MAP PAS/Think Link Interim Assessments Ensure that our students are learning. ' ESS tutors delivering targeted instruction Primary reading success resulted in fewer Reading Mastery groups allowing para-educators to assist more students in 4th and 5th grades. Implement whole brain teaching techniques to facilitate classroom management and student engagement. Teachers need to become better at diagnosing students needs based on formative assessment.	

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	See dist. audit results	

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	yes	

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

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	See dist pd plan	

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	See plan	

Comprehensive School Improvement Plan

Keavy Elementary School

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.laurel.kyschools.us/12/Home	

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 teachers are highly qualified	

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	Data deseg day.	

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

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	See reading program	

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	see reading program	

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

Comprehensive School Improvement Plan

Keavy Elementary School

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	see schedules	

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

All teachers at Keavy Elementary will be exposed to the Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to demonstrate a proficiency in the new Teacher Professional Growth and Effectiveness System by 08/28/2015 as measured by measured by each teacher participating in PLC meetings and staff meetings discussing CHETL and the Proficiency Framework document.

Strategy1:

TPGES - All teachers will be exposed to the TPGES Framework and will watch videos from Teachscape on a monthly basis in order to become familiar with the new evaluation system. Teacher will collaborate with peers along with shareing ideas

Category: Teacher PGES

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Four teachers will participate in the district observation training. Trained teachers will share ideas with peers and focus on chetl frame work to improve teaching and learning	Professional Learning	08/05/2015	05/20/2016	\$2000 - District Funding	District support , Principal .

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 schools students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Keavy Elementary 39.6 to 57.7 by 05/15/2015 as measured by K-prep.

Strategy1:

Curriculum Assessment & Alignment - Focus on curriculum and resourses to ensure teachers have knowledge and resources to teach the

Comprehensive School Improvement Plan

Keavy Elementary School

Common Core Standards

Category: Continuous Improvement

Research Cited:

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum Coaches

Activity - Ensure that teachers implement the curriculum using best practices for instruction and assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure fidelity of instruction	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum coaches

Activity - Disseminate updated/revised curriculum to teachers to gather feedback and input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate updated/revised curriculum to teachers to gather feedback and input	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum Coaches

Strategy2:

CIITS - Will aid instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	10/31/2012	05/15/2015	\$0 - No Funding Required	Principal

Activity - CIITS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement	Academic Support Program	11/01/2012	05/15/2015	\$500 - District Funding	Principal , Ciits implementation team

Activity - CIITS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage	Professional Learning	08/08/2012	05/15/2015	\$250 - State Funds	Principal

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Strategy3:

Math initiative - Access and disseminate resources to support Math initiative in schools

Category:

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$4500 - Title I Part A \$4500 - State Funds	Principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematical Practices Professional Development , revisit strategies discussed in pd provided by Renae Yates	Professional Learning	08/08/2012	05/15/2015	\$600 - State Funds	Principal ,

Activity - MAP/Descartes (2-5) DEA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Shared Math Descartes placemats that could be used to differentiate instruction for groups of students. REview DEA assesment	Academic Support Program	09/17/2014	05/15/2015	\$0 - No Funding Required	Principal ,

Activity - Review Grade Level KCAS Math standards during PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided copy of and discussed Grade level focus and overview, Shared copy of Table 1 and glossary, Shared games and activities for math, Reminded teachers of resources provided previously that are found on the Keavy Share Drive., Web sites that could be used on smart boards or during lab time., Whole Number Computation Error Analysis and Interventions- 4B and 5B.	Academic Support Program	08/18/2014	05/15/2015	\$0 - No Funding Required	Principal ,

Strategy4:

Literacy Initiative - Access and disseminate resources to support literacy initiative in schools

Category:

Research Cited:

Comprehensive School Improvement Plan

Keavy Elementary School

Activity - RM coaching visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal, Reading Coach

Activity - Identify gaps in literacy performance to determine professional development needed for instructional improvements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor by the use of data analysis and walk-thrus to determine need for PD	Academic Support Program	08/08/2012	05/16/2014	\$1000 - State Funds	Principal,

Activity - Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 students scoring below the 20th percentile on MAP will receive an extra hour of reading instruction using Reading Mastery	Academic Support Program	08/09/2012	05/15/2015	\$2500 - Title I Schoolwide	Principal, Teachers, Paraeducators

Activity - Activity - Teachers make necessary grade level or school wide adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two hour reading block consisting of one hour whole group instruction and one hour work shop. Work shop time allows students to be grouped according to RIT scores with smaller number of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2012	05/15/2015	\$0 - No Funding Required	Principal, Teachers, Media Specialist, Itinerant Teachers, Instructional Assistants

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements	Academic Support Program	09/03/2012	05/15/2015	\$0 - No Funding Required	Principal, Grade level teachers

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

Goal 1:

All students at Keavy Elementary are screened for kindergarten readiness.

Measurable Objective 1:

collaborate to screen all kindergarten students at Keavy Elementary by 01/23/2015 as measured by as measured by Brigance Early Childhood Screener.

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Strategy1:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Learning Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Research Cited:

Activity - Assess all kindergarten students for readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information gleaned from the Brigance Early Childhood Screener results will be utilized during instruction of reading and math as well as social and emotional growth.	Academic Support Program	08/13/2014	05/13/2016	\$2000 - Title I Schoolwide	Principal, Teachers, Para-Educators

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

Goal 1:

All students at Keavy Elementary are screened for kindergarten readiness.

Measurable Objective 1:

collaborate to screen all kindergarten students at Keavy Elementary by 01/23/2015 as measured by as measured by Brigance Early Childhood Screener.

Strategy1:

Kindergarten Readiness - All kindergarten students are screened using the Brigance Early Learning Screener in order to recognize the areas of need to reduce barriers of proficiency.

Category: Early Learning

Research Cited:

Activity - Assess all kindergarten students for readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Information gleaned from the Brigance Early Childhood Screener results will be utilized during instruction of reading and math as well as social and emotional growth.	Academic Support Program	08/13/2014	05/13/2016	\$2000 - Title I Schoolwide	Principal, Teachers, Para-Educators

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Keavy Elementary 39.6 to 57.7 by 05/15/2015 as measured by K-prep.

Strategy1:

Math initiative - Access and disseminate resources to support Math initiative in schools

Category:

Research Cited:

Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$4500 - State Funds \$4500 - Title I Part A	Principal

Activity - Review Grade Level KCAS Math standards during PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided copy of and discussed Grade level focus and overview, Shared copy of Table 1 and glossary, Shared games and activities for math, Reminded teachers of resources provided previously that are found on the Keavy Share Drive., Web sites that could be used on smart boards or during lab time., Whole Number Computation Error Analysis and Interventions- 4B and 5B.	Academic Support Program	08/18/2014	05/15/2015	\$0 - No Funding Required	Principal ,

Activity - MAP/Descartes (2-5) DEA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Shared Math Descartes placemats that could be used to differentiate instruction for groups of students. REview DEA assesment	Academic Support Program	09/17/2014	05/15/2015	\$0 - No Funding Required	Principal ,

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematical Practices Professional Development , revisit strategies discussed in pd provided by Renae Yates	Professional Learning	08/08/2012	05/15/2015	\$600 - State Funds	Principal ,

Strategy2:

Literacy Initiative - Access and disseminate resources to support literacy initiative in schools

Category:

Research Cited:

Activity - Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 students scoring below the 20th percentile on MAP will receive an extra hour of reading instruction using Reading Mastery	Academic Support Program	08/09/2012	05/15/2015	\$2500 - Title I Schoolwide	Principal, Teachers, Paraeducators

Activity - RM coaching visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal, Reading Coach

Activity - Activity - Teachers make necessary grade level or school wide adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two hour reading block consisting of one hour whole group instruction and one hour work shop. Work shop time allows students to be grouped according to RIT scores with smaller number of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2012	05/15/2015	\$0 - No Funding Required	Principal, Teachers, Media Specialist, Itinerant Teachers, Instructional Assistants

Activity - Identify gaps in literacy performance to determine professional development needed for instructional improvements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor by the use of data analysis and walk-thrus to determine need for PD	Academic Support Program	08/08/2012	05/16/2014	\$1000 - State Funds	Principal,

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements	Academic Support Program	09/03/2012	05/15/2015	\$0 - No Funding Required	Principal, Grade level teachers

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Keavy Elementary 39.6 to 57.7 by 05/15/2015 as measured by K-prep.

Strategy1:

Math initiative - Access and disseminate resources to support Math initiative in schools

Category:

Research Cited:

Activity - MAP/Descartes (2-5) DEA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Shared Math Descartes placemats that could be used to differentiate instruction for groups of students. REview DEA assesment	Academic Support Program	09/17/2014	05/15/2015	\$0 - No Funding Required	Principal ,

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mathematical Practices Professional Development , revisit strategies discussed in pd provided by Renae Yates	Professional Learning	08/08/2012	05/15/2015	\$600 - State Funds	Principal ,

Activity - Review Grade Level KCAS Math standards during PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provided copy of and discussed Grade level focus and overview, Shared copy of Table 1 and glossary, Shared games and activities for math, Reminded teachers of resources provided previously that are found on the Keavy Share Drive., Web sites that could be used on smart boards or during lab time., Whole Number Computation Error Analysis and Interventions- 4B and 5B.	Academic Support Program	08/18/2014	05/15/2015	\$0 - No Funding Required	Principal ,

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Activity - Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day and after school to collaborate with regular classroom teachers and provide explicit instruction to targeted students.	Direct Instruction	09/08/2014	04/10/2015	\$4500 - Title I Part A \$4500 - State Funds	Principal

Strategy2:

Curriculum Assessment & Alignment - Focus on curriculum and resources to ensure teachers have knowledge and resources to teach the Common Core Standards

Category: Continuous Improvement

Research Cited:

Activity - Disseminate updated/revised curriculum to teachers to gather feedback and input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate updated/revised curriculum to teachers to gather feedback and input	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum Coaches

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum Coaches

Activity - Ensure that teachers implement the curriculum using best practices for instruction and assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure fidelity of instruction	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Curriculum coaches

Strategy3:

CIITS - Will aid instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.

Category: Professional Learning & Support

Research Cited:

Activity - CIITS PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage	Professional Learning	08/08/2012	05/15/2015	\$250 - State Funds	Principal

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Activity - CIITS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	10/31/2012	05/15/2015	\$0 - No Funding Required	Principal

Activity - CIITS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement	Academic Support Program	11/01/2012	05/15/2015	\$500 - District Funding	Principal , Ciits implementation team

Strategy4:

Literacy Initiative - Access and disseminate resources to support literacy initiative in schools

Category:

Research Cited:

Activity - Activity - Teachers make necessary grade level or school wide adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two hour reading block consisting of one hour whole group instruction and one hour work shop. Work shop time allows students to be grouped according to RIT scores with smaller number of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2012	05/15/2015	\$0 - No Funding Required	Principal, Teachers, Media Specialist, Itinerant Teachers, Instructional Assistants

Activity - Data analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning to determine instructional improvements	Academic Support Program	09/03/2012	05/15/2015	\$0 - No Funding Required	Principal, Grade level teachers

Activity - Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K-3 students scoring below the 20th percentile on MAP will receive an extra hour of reading instruction using Reading Mastery	Academic Support Program	08/09/2012	05/15/2015	\$2500 - Title I Schoolwide	Principal, Teachers, Paraeducators

Activity - RM coaching visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning and interventions	Academic Support Program	08/08/2012	05/15/2015	\$0 - No Funding Required	Principal, Reading Coach

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Activity - Identify gaps in literacy performance to determine professional development needed for instructional improvements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor by the use of data analysis and walk-thrus to determine need for PD	Academic Support Program	08/08/2012	05/16/2014	\$1000 - State Funds	Principal,

Goal 2:

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 average combined reading and math profecency ratings for all students in the non-duplicated gap group from 41.7 to 51.7 by 10/15/2014 as measured by K-PREP. by 05/13/2016 as measured by for all students in the non duplicated gap group from 38.8% to 45.8% as measured by K-PREP.

Strategy1:

Data Disaggregation - Staff will continue disaggregating data from the K-Prep and MAP DEA tests to monitor academic progress of students.

Category: Continuous Improvement

Research Cited:

Activity - rotating Reading Simple Solutions/Reading Ready Common Core each morning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
rotating Reading Simple Solutions/Reading Ready Common Core each morning	Academic Support Program	10/01/2015	05/13/2016	\$0 - Other	Class room teachers

Activity - MAP & K-Prep data disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will review K-Prep map and DEA data to help drive daily instruction in reading and math. Teachers will complete decile reports using MAP for Fall, Winter and Spring scores for progress monitoring. Teachers will chart common assessment results three times a year. Learning gaps and lapses in progress identified will drive instruction	Direct Instruction	08/08/2012	05/20/2016	\$0 - No Funding Required	Teachers, Principals, District Staff

Activity - using an interactive notebook for reading/phonics and writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be creating journal entries that are illustrated and some are/will be 3 Dimensional	Technology	09/01/2015	05/20/2016	\$0 - General Fund	Class room teschers

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Activity - Math simple solutions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use Math Simple Solutions as a spiral review daily in our math lessons.	Academic Support Program	08/10/2015	05/13/2016	\$0 - Other	Class room teachers

Strategy2:

RTI - RTI - Students performing persistently below grade level will receive interventions to increase the number of students scoring Proficient

Category: Learning Systems

Research Cited:

Activity - interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students persistently scoring below grade level on both K-Prep and MAP tests will receive interventions	Direct Instruction	08/08/2012	05/13/2016	\$4000 - State Funds	Teachers, Principals, Interventionist District Staff

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Goal 1:

Increase the percentage of distinguished programs in the arts and humanities and PL/CS and writing

Measurable Objective 1:

collaborate to provide high level Practical Living/Career Studies, Arts and Humanities, and Writing programs for our students by 06/01/2014 as measured by the quality of products and performances by our students by 05/20/2016 as measured by as measured by the quality of products and performances by our students.

Strategy1:

Practical Living/Career Studies - Students will be exposed to a variety of careers and practical living skills throughout the year.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Keavy Elementary School

Activity - Career fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will visit at least one career fair during the school year to talk to community members about their jobs.	Academic Support Program	01/01/2016	04/04/2016	\$200 - FRYSC	Frysc staff

Strategy2:

Arts and Humanities - An Arts and Humanities vision will be implemented throughout the school - Performances will be brought into the school for all students to enjoy and learn from. The entire school will also attend one stage performance during the year.

Category: Continuous Improvement

Research Cited:

Activity - Performances	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given the opportunity to perform in front of peers and community members is various productions throughout the year. Examples include but are not limited to: Veterans' Day program, Christmas Sing-Along, Christmas play, art show, talent show, etc	Academic Support Program	08/13/2014	05/13/2016	\$500 - Title I Part A	Teachers , Art ,Music , Libraty staff

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?

Keavy Elementary is a rural school with an enrollment of 298 students. We serve students from Primary through 5th grade and also a preschool class. Many of our faculty and staff attended Keavy and continue to live in the community and thus have a personal commitment to making our school the best it can be. We strive to ensure that all of our students are prepared to succeed at the next level of their academic progress. We use thoughtful, caring instruction to meet the needs of all learners. Programs are in place to overcome obstacles that might stand in the way of a student's success. Our reading program provides continuous monitoring and individualized instruction as students develop essential reading skills. Our district uses the SRA Imagine It Reading Program in grades K-3rd, which also integrates our Common Core Reading Standards throughout the program. Reading Workshop is offered to K-2nd grade students and allows students to have the opportunity for individualized instruction in reading based on their reading level. The Reading Mastery Program is offered to some students not performing on grade level in reading. Reading is monitored with Computer Based Programs such as MAP, DEA, STAR Reading, AR, classroom grades, and classroom performance as well as District Wide Ten Minute Assessments.

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.

How Our School Ensures Educational Equity At Keavy Elementary, programs are in place to overcome obstacles that might stand in the way of a student's success. Keavy's Family Resource Center works to remove non-cognitive barriers that impact our students' achievement. Our reading program provides continuous monitoring and individualized instruction for all as students develop essential reading skills. I Ready Learning develops individualized learning paths as students work to master math skills and concepts. Through our school planning process, our teachers work in collaborative efforts to analyze assessment results, plan and implement strategies for students not working at proficiency as well as those exceeding expectations of proficiency. We utilize ESS tutors, Title I paraeducators, Special Education and Gifted/Talented personnel as well as volunteers to ensure learning for ALL.

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.

Keavy Elementary is a school wide Title I Program. Keavy Elementary School received a "Distinguished" ranking based on results of 2016 KPREP Assessment. Through a combination of achievement points, gap points and growth points, we achieved an overall score of 79.7, Based on our 2015 map scores our third grade was 89% on grade level. Our second grade was 91% on grade level for 2016,. We will use data the DEA and MAP test given 3 times per year to all students to address gaps in student learning as well as identify at risk students. Teachers in the 21st century classroom are required to use multiple and developmentally appropriate assessment methods to gather data about student progress, as well as student understanding of learning targets. These assessments are used, systematically, to reflect on instruction and make adjustments to lesson plans based specifically upon student performance. The teachers at Keavy use a wide variety of assessments to make adjustments to lessons. Teachers utilize formative and summative assessments to develop a basic understanding of student's progress. Teachers use MAP assessments and DEA assessments to get an understanding of student learning. They pair this with a wide variety of Formative assessments that allow them to pinpoint strengths and weaknesses within the content. This provides the teacher with the knowledge of student understanding and allows them to ascertain the content that needs to be revisited in the following lessons. Kentucky Core Academic Standards will be taught in all grades. The primary grades will use SRA Imagine It! as its core reading program utilizing a 2 hour reading block in which all students receive 1 hour of whole group instruction and an additional hour of small group instruction provided by certified staff and Title I paraeducators. Interventions are provided in a tiered delivery system. Primary students scoring below the 20th percentile in Reading will receive additional instruction through Reading Mastery. Fourth and fifth grade use Harcourt Trophies as the core reading program. A Intervention teacher along with I-READY will provide additional instruction and interventions to 4th and 5th grade students scoring in the bottom 10% of DEA Reading and Math. Envision math a program recently aligned to the common core standards will aid teachers in implementing the Math KCAS. MAP testing and formative assessments will aid teachers in adjusting instruction as we strive to prepare our students for the 21st century. We will use Fast Math, COMPASS, Accelerated Reader, Accelerated Math I-ready and other software programs to engage students with the curriculum, as well as re-mediate and extend learning.

Additional Information

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

For additional information please visit our website at http://www.laurel.kyschools.us/school_home.aspx?schoolID=12