



# **KDE Comprehensive School Improvement Plan**

**Crabbe Elementary School**  
**Ashland Independent**

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## **Introduction**

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

# **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?**

### Description of School Size:

Crabbe Elementary School is K-6 school. It serves approximately 369 students.

### Description of Community:

Crabbe Elementary School serves a culturally diverse community. It is placed in the heart of the city of Ashland. The school is surrounded by local businesses, a growing art community, and several community service organizations. Community pride is thriving among local community leaders. Evidence of a struggling economy is evident throughout the community; several local businesses have closed and industry is on the decline.

### Description of Location:

Crabbe Elementary School is located in the heart of Ashland in Central Park. It is one of the most culturally diverse elementary schools in the Ashland Independent School District. This allows Crabbe to offer a complete educational experience focusing on all aspects of the learning experience from Kentucky Core Academic Standards to the social enrichment activities provided for students and their families.

### Demographic Information:

-Students: The student population served by Crabbe Elementary School is diverse. Approximately 88.64% of the students qualify for a free/reduced lunch. Seventy of the 369 students claim an ethnicity other than white. There are about 76 students who are considered homeless. Approximately 80% of the students utilize the school bus for transportation to and from school.

-Staff: There are 26 certified staff members and 20 classified staff members. The average years of service by the certified staff are 15.1 years. There are 33% of the teachers with rank 1, 33% of the teachers with rank 2, and 16.7% of the teachers with rank 3.

-Community: The community is classified as a metro area. It is located within Boyd County and is separated from Ohio and West Virginia by the Ohio River. Boyd County has an unemployment rate of 7.9%. The city of Ashland has five low-income housing developments and three homeless shelters.

### Unique Features and Challenges:

Crabbe Elementary School has one unique challenge. It serves the four low-income housing developments as well as three homeless shelters in the city of Ashland.



## **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.**

In accordance with the overall mission statement of the Ashland Independent School District, Crabbe Elementary School professionals, in cooperation with students and their families, intend to maintain an environment regard to diversity, external circumstances and abilities, in which all students realize their maximum educational objectives. Students also receive the foundation of become life-long learners, which benefit themselves, their families, and their community.

Crabbe Elementary School lives out the above mission statement daily. The principal, teachers, and AFRC work collaboratively to ensure all students enter school ready to learn. They help families provide food, clothing, and shelter for their children. As needed, they help families find appropriate counseling services. Several additional support services are also provided: these include, but are not limited to, three levels of intervention services and intentional enrichment opportunities for students' academic and social/emotional development.

## **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.**

Crabbe Elementary School has several achievements of which to be proud. They are listed below.

1. RTI/KSI Instructional Framework for reading and math - At the beginning of the 2014-15 school year, the staff revised the RTI/KSI Instructional Framework for reading and added math. Students have the opportunity to participate in three levels of intervention as needed in both reading and math.
2. Student Technology Leadership Project - The STLP team advanced to state competition in 2013-14.
3. United Way bornlearning Academy - Our school received 1 of 10 state-wide grants in 2012-13. In addition, in 2014-15 our school recieved additional funding to continue the program through United Way. This program focuses on building the capacity within a family to help their children develop kindergarten readiness skills.
4. School accountability scores improved from the 22nd percentile to the 44th percentile in 2014, with an index raise to 63.8.
5. Our Free/Reduced Lunch population made an 8 point gain in reading in 2014.
6. The male population at Crabbe made a 10 point jump in math accountability.

## **Additional Information**

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

Crabbe Elementary School teachers and support staff are dedicated to serving the students and community. They work continually to improve instructional practices and to provide a nurturing school environment.

# **CSIP 2015**

## **Overview**

### **Plan Name**

CSIP 2015

### **Plan Description**

School Improvement Plan 2015

## 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	All students at Crabbe Elementary will demonstrate proficiency in writing.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$1400
2	All students at Crabbe Elementary School will develop positive social/emotional competencies.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$0
3	Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 7 Activities: 29	Organizational	\$174395
4	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: 3 Activities: 5	Organizational	\$2000
5	Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.	Objectives: 1 Strategies: 5 Activities: 14	Organizational	\$4300
6	Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

## Goal 1: All students at Crabbe Elementary will demonstrate proficiency in writing.

### Measurable Objective 1:

A 10% increase of Economically Disadvantaged students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

### Strategy 1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/18/2015	\$0	No Funding Required	Principal and Regular Ed Teacher

Activity - Professional Development in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning	08/22/2012	04/24/2015	\$1000	Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

### Strategy 2:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process	08/22/2012	05/18/2015	\$0	No Funding Required	Principal, district curriculum director and classroom teachers

### Strategy 3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

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Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction	01/02/2013	05/18/2015	\$400	Title I Part D	Classroom and itinerant teachers

## Goal 2: All students at Crabbe Elementary School will develop positive social/emotional competencies.

### Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

### Strategy 1:

Targeted Assistance and Growth (TAG) - Teachers will identify students' skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Easy CBM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	No Funding Required	Principal and special education staff

Activity - Targeted Assistance Team (TAT)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	No Funding Required	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator



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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning	01/02/2013	05/18/2015	\$0	No Funding Required	Principal and teachers
Activity - Develop School Discipline Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	05/18/2015	\$0	No Funding Required	Principal, ARFC, and teachers
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/18/2015	\$0	No Funding Required	Classroom teachers, principal, ARFC
Activity - Character Counts Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon with the principal	Behavioral Support Program	09/03/2012	05/18/2015	\$0	No Funding Required	Principal, classroom teachers, and itinerant teachers
Activity - Student Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	No Funding Required	AFRC and Pathways
Activity - Alternative Education Room (AER)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program	10/01/2012	05/18/2015	\$0	Title I Schoolwide	Principal and AER (certified/classified) staff

### Goal 3: Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017

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**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy 1:**

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/18/2015	\$4000	Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers
Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	05/18/2015	\$520	Title I Part A, General Fund	Director of Student Services, Principal, and selected teacher
Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning	02/02/2013	05/18/2015	\$45000	Read to Achieve, Title I Part D	Principal, Reading Recovery Staff, and selected teachers

**Strategy 2:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	04/15/2015	\$0	District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5 regular education teacher and two special education teachers, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/18/2015	\$500	General Fund	Principal, homeroom teachers, and special education teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/15/2015	\$0	District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

### Strategy 3:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/18/2015	\$0	No Funding Required	Principal and classroom teachers
<b>Activity - Math - RTI Schedule</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/18/2015	\$0	No Funding Required	Principal and classroom teachers
<b>Activity - ESS Daytime Waiver (ELA and Math)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	04/20/2015	\$5200	Other	Principal, classroom teachers, and ESS staff
<b>Activity - Vocabulary Development</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction	08/22/2012	05/18/2015	\$1500	Title I School Improvement (ISI)	Classroom teachers
<b>Activity - ELA - Digital Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology	08/22/2012	05/18/2015	\$3000	Title I School Improvement (ISI)	Principal and classroom teachers
<b>Activity - Math - Digital Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology	08/22/2012	05/18/2015	\$2000	Title I Part D	Principal and classroom teachers
<b>Activity - RTI Support Staff (ELA and math)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program	01/02/2013	05/15/2015	\$25000	Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff
<b>Activity - MAP Instructional Resources (ELA and Math)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/18/2015	\$4775	District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers
<b>Activity - Power Reading Online (PRO)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/18/2015	\$2100	Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff
<b>Activity - Parent Notification of RTI Status</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/18/2015	\$0	No Funding Required	Classroom teachers, counselor, RTI staff, principal
<b>Activity - Soar to Success (ELA)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/18/2015	\$0	No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers
<b>Activity - Supplemental Math Resources</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction	08/22/2012	05/18/2015	\$1000	Title I Schoolwide	Classroom teachers
<b>Activity - Focus on Math Facts (Building Math Fluency)</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction	08/22/2012	05/18/2015	\$0	No Funding Required	Classroom teachers
<b>Activity - KinderPrep</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/18/2015	\$0	No Funding Required	Principal and classroom teacher
<b>Activity - Kindercamp</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/14/2015	\$1300	Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants
<b>Activity - United Way bornlearning Academy</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement	08/05/2013	05/18/2015	\$6000	Grant Funds	AFRC, Principal, and kindergarten staff
<b>Activity - Reflex Math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Free online computer program matching students with ability level.	Direct Instruction	11/05/2014	05/18/2015	\$0	Grant Funds	Classroom staff and special education staff
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### Strategy 4:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/18/2015	\$0	No Funding Required	Principal, RTI staff and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/18/2015	\$0	No Funding Required	District Instructional Supervisor, Principal and classroom teachers

### Strategy 5:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Bringing Up Grades (BUG) Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.	Community Engagement	10/19/2012	05/18/2015	\$0	No Funding Required	Kiwanis Club of Ashland and principal

Activity - Accelerated Reader (AR)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program	08/22/2012	05/18/2015	\$500	Title I School Improvement (ISI), Booster Fund	Principal, school librarian and classroom teachers
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**Strategy 6:**

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Various Print Materials	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction	01/02/2013	05/18/2015	\$2000	School Council Funds	Librarian and classroom teachers

**Strategy 7:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Activity - Hiring of School Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention	08/18/2014	05/18/2015	\$70000	Title I Schoolwide	Principal, SBDM council, Board office personnel

## **Goal 4: 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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.



**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

**Strategy 1:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/18/2015	\$0	No Funding Required	Principal and selected special education teachers

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning	10/15/2012	05/18/2015	\$0	No Funding Required	District Instructional Supervisor, principal, and special education teachers

**Strategy 2:**

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/18/2015	\$1500	Title I School Improvement (ISI)	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/18/2015	\$0	No Funding Required	Special education teachers

**Strategy 3:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	05/18/2015	\$500	Title I Part A	Principal, Shannon Hankins, and participating teachers

**Goal 5: Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.**

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished programs.

**Strategy 1:**

Committees - Committees will be established to address identified school needs.

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program	08/22/2012	05/18/2015	\$2000	Title I Schoolwide	Principal and staff

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

A Coordinated School Health Committee is established. The committee will meet at least three times annually.	Policy and Process	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, select teachers, school nurse, mental health counselor, parent
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## Strategy 2:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Artist in Residence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement	03/11/2013	04/27/2015	\$2000	Other	Principal and staff, Paramount Art Center

Activity - Drama in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction	11/26/2012	05/18/2015	\$0	No Funding Required	Classroom teachers

Activity - Respond to Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction	08/22/2012	05/18/2015	\$0	No Funding Required	Classroom teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, counselor, and teachers

Activity - Health Education Integrated	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction	08/14/2013	05/18/2015	\$0	No Funding Required	Principal and staff

**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

**Strategy 3:**

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Category: Professional Learning &amp; Support

Research Cited: Common Core Standards, etc.

Activity - Health/ Wellness Policy Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.	Professional Learning	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, nurse, teachers, parent

**Strategy 4:**

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create pre- post-assessments for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/18/2015	\$300	Title I Schoolwide	Arts & Humanities teachers

Activity - Rubrics (A&H)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/18/2015	\$0	No Funding Required	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/18/2015	\$0	No Funding Required	Classroom teachers

**Strategy 5:**

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Category:

Activity - Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction	08/14/2013	05/18/2015	\$0	No Funding Required	Arts & Humanities teachers
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Activity - Survey Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process	08/14/2013	05/18/2015	\$0	No Funding Required	Arts & Humanities teachers

Activity - Peer Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process	08/14/2013	05/18/2015	\$0	No Funding Required	Arts & Humanities teachers

## Goal 6: Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

### Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

### Strategy 1:

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

Research Cited: State mandated evaluation system

Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	05/18/2015	\$0	No Funding Required	Principal, District designated personnel, certified personnel

Activity - Attend TPGES and PPGES meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning	08/01/2013	05/18/2015	\$0	District Funding	Principal and teachers

**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

Activity - OPGES and TPGES Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning	01/06/2014	05/18/2015	\$0	No Funding Required	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reflex Math	Free online computer program matching students with bility level.	Direct Instruction	11/05/2014	05/18/2015	\$0	Classroom staff and special education staff
United Way bornlearning Academy	The United Way bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	05/18/2015	\$6000	AFRC, Principal, and kindergarten staff
<b>Total</b>					\$6000	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attend TPGES and PPGES meetings	Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning	08/01/2013	05/18/2015	\$0	Principal and teachers
Math Model Lessons	Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	04/15/2015	\$0	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

## KDE Comprehensive School Improvement Plan

Crabbe Elementary School

K-1 Math Cadre	Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/15/2015	\$0	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers
MAP Instructional Resources (ELA and Math)	Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/18/2015	\$4775	Principal, Math/ELA Enhancement teacher, and classroom teachers
<b>Total</b>					<b>\$4775</b>	

### Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Accelerated Reader (AR)	Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program	08/22/2012	05/18/2015	\$200	Principal, school librarian and classroom teachers
<b>Total</b>					<b>\$200</b>	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Development	Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction	08/22/2012	05/18/2015	\$1500	Classroom teachers
ELA Intervention Program	Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/18/2015	\$1500	Special education director, principal, and special education teachers



# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Accelerated Reader (AR)	Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program	08/22/2012	05/18/2015	\$300	Principal, school librarian and classroom teachers
ELA - Digital Resources	Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology	08/22/2012	05/18/2015	\$3000	Principal and classroom teachers
RTI Support Staff (ELA and math)	RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program	01/02/2013	05/15/2015	\$25000	District RTI Consultant, principal, classroom teachers, and RTI support staff
<b>Total</b>					<b>\$31300</b>	

## Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development in Writing	A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning	08/22/2012	04/24/2015	\$1000	District Instructional Supervisor, Principal, and ELA teachers
Respond to Programs	Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction	01/02/2013	05/18/2015	\$400	Classroom and itinerant teachers
ELA Model Lessons	ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/18/2015	\$4000	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers
National Reading Recovery & K-6 Classroom Literacy Conference	Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning	02/02/2013	05/18/2015	\$4000	Principal, Reading Recovery Staff, and selected teachers
Math - Digital Resources	Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology	08/22/2012	05/18/2015	\$2000	Principal and classroom teachers
<b>Total</b>					<b>\$11400</b>	

**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network (ELLN)	A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	05/18/2015	\$400	Director of Student Services, Principal, and selected teacher
Building Conceptual Models	5 regular education teacher and two special education teachers, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/18/2015	\$500	Principal, homeroom teachers, and special education teachers
<b>Total</b>					\$900	

**Read to Achieve**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
National Reading Recovery & K-6 Classroom Literacy Conference	Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning	02/02/2013	05/18/2015	\$41000	Principal, Reading Recovery Staff, and selected teachers
<b>Total</b>					\$41000	

**School Council Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Various Print Materials	Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction	01/02/2013	05/18/2015	\$2000	Librarian and classroom teachers
<b>Total</b>					\$2000	

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Program Review Committees	Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program	08/22/2012	05/18/2015	\$2000	Principal and staff
Alternative Education Room (AER)	Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program	10/01/2012	05/18/2015	\$0	Principal and AER (certified/classified) staff
Pre- and Post-Assessments (A&H)	Create pre- post-assessments for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/18/2015	\$300	Arts & Humanities teachers
Hiring of School Personnel	The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention	08/18/2014	05/18/2015	\$70000	Principal, SBDM council, Board office personnel
Supplemental Math Resources	Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction	08/22/2012	05/18/2015	\$1000	Classroom teachers
					<b>Total</b>	\$73300

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning	01/02/2013	05/18/2015	\$0	Principal and teachers
Building Conceptual Models	Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/18/2015	\$0	Principal and selected special education teachers
Targeted Assistance Team (TAT)	Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator
Math Intervention Program	Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/18/2015	\$0	Special education teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Bringing Up Grades (BUG) Program	Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.	Community Engagement	10/19/2012	05/18/2015	\$0	Kiwanis Club of Ashland and principal
Peer Evaluation	Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process	08/14/2013	05/18/2015	\$0	Arts & Humanities teachers
Career Day	A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program	08/14/2013	05/18/2015	\$0	Principal, counselor, and teachers
ELA - RTI Schedule	Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/18/2015	\$0	Principal and classroom teachers
Overview for Teachers	From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	05/18/2015	\$0	Principal, District designated personnel, certified personnel
Parent Communication	Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/18/2015	\$0	Classroom teachers, principal, ARFC
Common Assessments (ELA and Math)	Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/18/2015	\$0	District Instructional Supervisor, Principal and classroom teachers
Math Model Lessons	Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning	10/15/2012	05/18/2015	\$0	District Instructional Supervisor, principal, and special education teachers
Parent Notification of RTI Status	Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/18/2015	\$0	Classroom teachers, counselor, RTI staff, principal

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Rubrics (A&H)	Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/18/2015	\$0	Arts & Humanities teachers
KinderPrep	A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/18/2015	\$0	Principal and classroom teacher
Easy CBM	Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	Principal and special education staff
Character Counts Luncheon	One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon with the principal	Behavioral Support Program	09/03/2012	05/18/2015	\$0	Principal, classroom teachers, and itinerant teachers
OPGES and TPGES Implementation	Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning	01/06/2014	05/18/2015	\$0	Principal
Analysis of Assessment Data	During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/18/2015	\$0	Principal, RTI staff and classroom teachers
District Writing Policy	Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process	08/22/2012	05/18/2015	\$0	Principal, district curriculum director and classroom teachers
Health Education Integrated	PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction	08/14/2013	05/18/2015	\$0	Principal and staff
Develop School Discipline Policy	The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	05/18/2015	\$0	Principal, ARFC, and teachers
Soar to Success (ELA)	Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/18/2015	\$0	Principal, special education staff, RTI support staff, and classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Teacher Grading of Student Writing Samples	During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/18/2015	\$0	Principal and Regular Ed Teacher
Survey Development	Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process	08/14/2013	05/18/2015	\$0	Arts & Humanities teachers
Drama in Reading	Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction	11/26/2012	05/18/2015	\$0	Classroom teachers
Math - RTI Schedule	Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/18/2015	\$0	Principal and classroom teachers
Respond to Programs	Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction	08/22/2012	05/18/2015	\$0	Classroom teachers
Rubrics (Writing)	During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/18/2015	\$0	Classroom teachers
Student Support Services	Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/18/2015	\$0	AFRC and Pathways
Health/ Wellness Policy Development	The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.	Professional Learning	08/14/2013	05/18/2015	\$0	Principal, nurse, teachers, parent
Practice Opportunities	Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction	08/14/2013	05/18/2015	\$0	Arts & Humanities teachers
Focus on Math Facts (Building Math Fluency)	Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction	08/22/2012	05/18/2015	\$0	Classroom teachers
Coordinated School Health Committee	A Coordinated School Health Committee is established. The committee will meet at least three times annually.	Policy and Process	08/14/2013	05/18/2015	\$0	Principal, select teachers, school nurse, mental health counselor, parent
<b>Total</b>					<b>\$0</b>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Artist in Residence	An artist in residence will teach all students about dance throughout time.	Parent Involvement	03/11/2013	04/27/2015	\$2000	Principal and staff, Paramount Art Center
ESS Daytime Waiver (ELA and Math)	ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	04/20/2015	\$5200	Principal, classroom teachers, and ESS staff
<b>Total</b>					<b>\$7200</b>	

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Power Reading Online (PRO)	Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/18/2015	\$2100	Principal, classroom teachers, itinerant teachers, and designated support staff
Early Learning Leadership Network (ELLN)	A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	05/18/2015	\$120	Director of Student Services, Principal, and selected teacher
Kindercamp	Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/14/2015	\$1300	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants

**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

Co-Teaching for Gap Closure (CT4GC)	CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	05/18/2015	\$500	Principal, Shannon Hankins, and participating teachers
<b>Total</b>					\$4020	



# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

Crabbe Elementary School (CES) is focused on determining how to help students with an IEP and/or a free/reduced-priced meal reach proficiency in reading and math. The 2013-14 KREP data indicates that special education students at CES are performing below their same-age peers. Only about 28.6% of students with an IEP scored proficient/distinguished in reading. Less than 24% of students with an IEP scored proficient/distinguished in math in grades 3-6. In addition, only 23.1% of third graders, 25% of fourth graders, 17.6% of fifth graders, and 31.6% of sixth graders that receive a free/reduced-priced meal scored proficient/distinguished in math. The results for this sub-group of students are only slightly higher in reading in the 6th grade.

## **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?**

Schoolwide, Crabbe is making gains toward closing the achievement gap. To maintain this level of performance, reading and math interventions established last school year are being continued. Third grade reading scores indicated 53.3% of students tested were proficient/distinguished. To maintain this level of performance, teachers are continuing to implement intervention strategies started last year such as Power Reading Online (PRO), Soar to Success, and Wordly Wise 3000.

F/R reading scores raised from 38.4 to 45.3, male reading scores raised from 37.8 to 44.7 and math scores for students with disabilities rose from 22.4 to 31 percent P/D.

## **Opportunities for Improvement**

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

Math proficiency for all students is an area of concern at Crabbe Elementary School. Overall, only 28.2% of 3rd-6th grade students scored proficient/distinguished in 2013-14. Plans have been made to address the need in math and are being implemented. First, a RTI/KSI Instructional Framework was developed and is being followed. The framework outlines three tiers of instruction and identifies appropriate resources and assessment tasks for each tier. K and 1st grade teachers are participating in a year-long math professional learning experience. Math specialists are coaching 2nd-3rd grade teachers on a monthly basis on math RTI strategies. One regular education and one special education teacher are participating in a co-teaching for gap closure pilot program.

## **Conclusion**

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

Crabbe Elementary School has significant needs. Specifically, students with an IEP and/or free/reduced-priced meals are low performing in reading and math. The school has recognized these needs and has started the process of helping these student groups reach proficiency. Student not having IEP identification but F/R lunch status will be paired with RTI staff for smaller group instruction.

# **The Missing Piece**

## **Introduction**

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)



## **Stakeholders**

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Site Based Decision Making Council made up of parents and certified staff, along with grade level teachers and central office personnel were engaged in the development of the this plan.

## Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.0

	Statement or Question	Response	Rating
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.	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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
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
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
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

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

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

## Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.71

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
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 stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

## Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 1.71

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	Statement or Question	Response	Rating
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
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.	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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

## Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
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.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

	Statement or Question	Response	Rating
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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

## Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> <li>- Kentucky standards and expectations for all students</li> <li>- The school's curriculum, instructional methods, and student services</li> <li>- The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees</li> <li>- Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process</li> <li>- Community resources to support learning</li> <li>- Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys</li> </ul>	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> <li>• Kentucky standards and expectations for all students.</li> <li>• School's curriculum, instructional methods, and student services.</li> <li>• School's decision-making process, including opportunities to participate on SBDM councils and committees.</li> <li>• 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.</li> <li>• Community resources to support learning.</li> <li>• Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.</li> </ul>	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits some student work with scoring guide and proficient level work.</p>	Apprentice

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice



# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
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
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
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
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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	Statement or Question	Response	Rating
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**

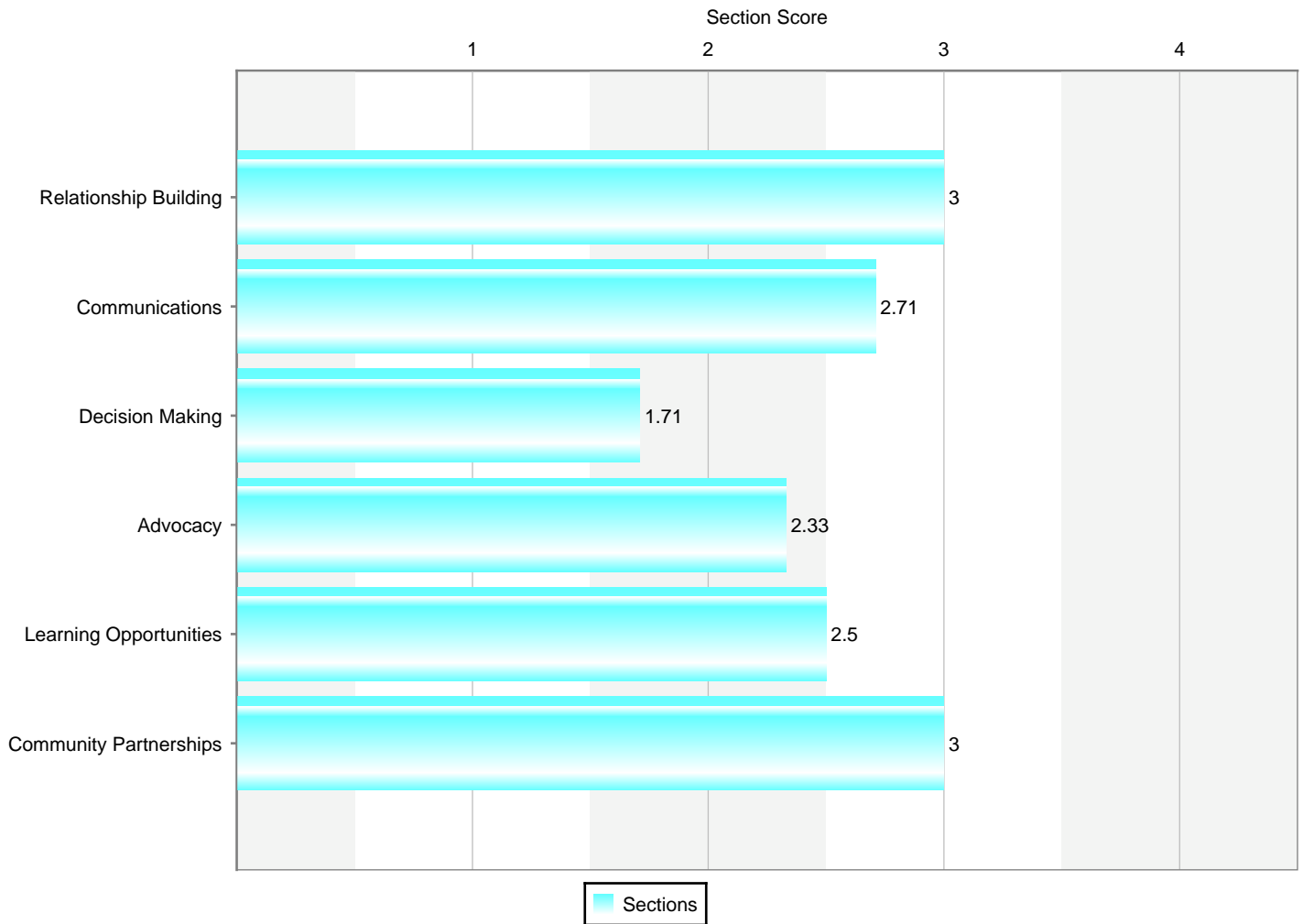
Reflect upon your responses to each of the Missing Piece objectives.

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

The staff and administration at Crabbe Elementary are always looking for ways to encourage parent participation, stakeholder involvement and increase student achievement. Crabbe attempts to communicate with stakeholders through many forms: school website, grade level newsletters, school newsletter, phone call automation, PTO and SBDM meetings. We partner with several local businesses and organizations to promote student achievement through financial, mentoring and support services. Crabbe is supported by a strong Family Resource Center that seeks resources for all parent and student needs. Support services strive to meet the social and emotional needs of students and parents to foster student achievement. Parent surveys will be developed and administered throughout the school year to monitor programs and school-wide student achievement.

## 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.**

The improvement planning process is a direct function of the certified staff and Site Based Decision Making council. Teachers examine programs and compare them to school performance results for effectiveness. All parents and teachers are invited to participate in group planning sessions and any input from various committess/ groups is welcomed and invited.

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

All stakeholders received KPREP results and data. All participant are given the opportunity in the development of the School Improvement Plan and the activites that are within. After school meetings are held and with invitation for participation. All stakeholders took data from the components listed in the 2014 School Improvement Plan to thier peer groups for input 2015.

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

The School Improvement Plan is copied for all persons wanting a copy. SBDM council will review the final draft in December before asking for acceptance from the board of education. Once accepted by the local board, a link to the new plan is listed on the schools webpage. Copies will be made for staff members to reference throughout the school year.

## **KDE Assurances - School**



## **Introduction**

KDE Assurances - School

**Assurances**

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	An RTI/KSI Instructional Framework for Reading and Math has been adopted. This framework encompasses all levels of instruction and identifies appropriate resouces as well.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school hosts the United Way bornlearning Academy, preschool site visits, and Kindercamp. The UWbLA builds relationships with families as they interact with school staff during each session. Preschool site visits and Kindercamp provide children the opportunity to see the school and meet teachers.	

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	The RTI/KSI Framework adopted sets specific standards for addressing the needs of struggling students. Research-based intervention programs are being implemented for both reading (Soar to Sucess and PRO) and math (Do the Math).	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Open teaching positions are advertised online. The application process is easily accessible. When staff vacancies exist, council will only consider applicants with certification matching the position requirements, ensuring that instruction will be provided by qualified teachers.	

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Certified and classified staff members are involved in appropriate professional development activities. For example, paraprofessionals participated in BRIGANCE training, K-1 teachers and paraprofessionals participated in intensive job-embedded math PD, paraprofessionals recieved job-embedded PD on instructional programs they were to implement, etc.	

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	The CSIP is evaluated regularly for adjustments to the delivery of program components.	

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	CES is School-wide Title I.	

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Not Applicable. CES is School-Wide Title I.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Applicable. CES is not a Targeted Assistance school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable. CES is Title I School-Wide.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	United Way bornlearning, math night, science fair, Veterans Day Programs, etc.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable. CES is Title I School-Wide.	

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.	No	N/A. We are a school-wide Title 1 school	

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

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	CES is Title I School-Wide.	

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.	No	CES is not a Targeted Assistance School	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Crabbe Elementary School is not a Targeted Assistance school.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	CES is Title I School-Wide. The district looks at the greatest needs and supplies opportunities for professional development in these areas.	

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	Teachers collaborate on educational programs with administration and evaluate their effectiveness.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	<a href="http://www.ashland.kyschools.us/content_page2.aspx?schoolid=4&amp;cid=464">http://www.ashland.kyschools.us/content_page2.aspx?schoolid=4&amp;cid=464</a>	

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	No	Not Applicable. All teachers are highly qualified.	

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

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	All instructional assistants are under the supervision of highly qualified staff and they provided instruction directly to students.	

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.	No	Not Applicable. CES is not a Targeted Assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not Applicable. CES is not a Target Assistance schhol	

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

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

# Compliance and Accountability - Elementary Schools

## **Introduction**

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

**Goal 1:**

All students at Crabbe Elementary School with develop positive social/emotional competencies.

**Measurable Objective 1:**

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

**Strategy1:**

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$500 - General Fund \$200 - Other	Principal and selected teachers

Activity - Alternative Education Room (AER)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program			10/01/2012	05/18/2015	\$0 - Title I Schoolwide	Principal and AER (certified/classified) staff

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Assistance Team (TAT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator

Activity - Develop School Discipline Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	AFRC and Pathways

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

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

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## Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

## Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

## Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

## Strategy2:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

## Strategy3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

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Crabbe Elementary School

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

## Goal 2:

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

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

## Strategy1:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

## Strategy2:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

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Research Cited: HB 69

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

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Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

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Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

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Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

### Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

### Strategy4:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support



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Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

### Goal 3:

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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

### Strategy1:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

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Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

## Strategy2:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

## Strategy3:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

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Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

## Strategy4:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

All children were screened for kindergarten readiness.

## Goal 1:

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

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

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Research Cited: HB 69

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

### Narrative:

All enrolling first year kindergarten students are screened using BRIGANCE. Most students are screened during Kindercamp. Students who are not in attendance, though, are screened prior to placement in a homeroom.

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

### Goal 1:

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

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

### Strategy1:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

### Strategy2:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be

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flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

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

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Crabbe Elementary School

## Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

## Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Develop School Discipline Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

Activity - Alternative Education Room (AER)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program			10/01/2012	05/18/2015	\$0 - Title I Schoolwide	Principal and AER (certified/classified) staff

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and teachers

Activity - Targeted Assistance Team (TAT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$500 - General Fund \$200 - Other	Principal and selected teachers

## Goal 2:

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

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

### Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

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Crabbe Elementary School

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers



# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with bility level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

### Strategy2:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

### Strategy3:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$41000 - Read to Achieve \$4000 - Title I Part D	Principal, Reading Recovery Staff, and selected teachers

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

#### Strategy4:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$300 - Title I School Improvement (ISI) \$200 - Booster Fund	Principal, school librarian and classroom teachers

#### Strategy5:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

## Strategy6:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

### Goal 3:

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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

### Strategy1:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

### Strategy2:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

**KDE Comprehensive School Improvement Plan**

Crabbe Elementary School

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

**Strategy3:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

**Strategy4:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

## Goal 4:

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

## Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

## Strategy1:

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

Research Cited: State mandated evaluation system

Activity - Overview for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

Activity - Attend TPGES and PPGES meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

Activity - OPGES and TPGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal



# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

## Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

## Strategy1:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

## Strategy2:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

## Strategy3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

## Goal 2:

All students at Crabbe Elementary School with develop positive social/emotional competencies.

## Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	AFRC and Pathways

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

### Goal 3:

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

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

### Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with ability level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - Cool Camp (Math and ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular			09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

## Strategy2:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

## Strategy3:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Research Cited: Community involvement

Activity - Bringing Up Grades (BUG) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.	Community Engagement			10/19/2012	05/18/2015	\$0 - No Funding Required	Kiwanis Club of Ashland and principal

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$200 - Booster Fund \$300 - Title I School Improvement (ISI)	Principal, school librarian and classroom teachers

#### Strategy4:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

#### Strategy5:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas



# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

## Strategy6:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

**Goal 4:**  
 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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**Strategy1:**  
 Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.  
 Category: Integrated Methods for Learning  
 Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

**Strategy2:**  
 Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Category: Integrated Methods for Learning

Research Cited:

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

### Strategy3:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

### Strategy4:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

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

### Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

### Strategy1:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

### Strategy2:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

## Strategy3:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

## Goal 2:

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

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

## Strategy1:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

### Goal 3:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

### Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

### Strategy1:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, counselor, and teachers

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction			11/26/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Health Education Integrated	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and staff

Activity - Artist in Residence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement			03/11/2013	04/27/2015	\$2000 - Other	Principal and staff, Paramount Art Center

## Strategy2:

Committees - Committees will be established to address identified school needs.

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program			08/22/2012	05/18/2015	\$2000 - Title I Schoolwide	Principal and staff

Activity - Coordinated School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Coordinated School Health Committee is established. The committee will meet at least three times annually.	Policy and Process			08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, select teachers, school nurse, mental health counselor, parent

## Strategy3:

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Category:

Research Cited:

Activity - Practice Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

# KDE Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Peer Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Survey Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

## Strategy4:

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

Activity - Health/ Wellness Policy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, nurse, teachers, parent

## Strategy5:

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.	Direct Instruction			08/14/2013	05/18/2015	\$300 - Title I Schoolwide	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Rubrics (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers







# KDE Title I Report

Crabbe Elementary School

Ashland Independent

William Greene, Principal  
520 17th St  
Ashland, KY 41101

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## **Introduction**

Complete the Title I requirement that is applicable to your school.

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## Component 1: Comprehensive Needs Assessment

### Comprehensive Needs Assessment

**Goal 1:**

All students at Crabbe Elementary will demonstrate proficiency in writing.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

**Strategy1:**

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

**Strategy2:**

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

**KDE Title I Report**

Crabbe Elementary School

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

**Strategy3:**

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

**Goal 2:**

All students at Crabbe Elementary School with develop positive social/emotional competencies.

**Measurable Objective 1:**

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

**Strategy1:**

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Character Counts Luncheon	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon with the principal	Behavioral Support Program			09/03/2012	05/18/2015	\$0 - No Funding Required	Principal, classroom teachers, and itinerant teachers



**KDE Title I Report**

Crabbe Elementary School

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

Activity - Targeted Assistance Team (TAT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator

Activity - Develop School Discipline Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Alternative Education Room (AER)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program			10/01/2012	05/18/2015	\$0 - Title I Schoolwide	Principal and AER (certified/classified) staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and teachers

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	AFRC and Pathways

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

**Goal 3:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

### Strategy2:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News, to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

### Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

**Strategy4:**

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

**KDE Title I Report**

Crabbe Elementary School

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with ability level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

# KDE Title I Report

Crabbe Elementary School

Activity - Cool Camp (Math and ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular			09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

## Strategy5:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$200 - Booster Fund \$300 - Title I School Improvement (ISI)	Principal, school librarian and classroom teachers

Activity - Bringing Up Grades (BUG) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.	Community Engagement			10/19/2012	05/18/2015	\$0 - No Funding Required	Kiwanis Club of Ashland and principal

## Strategy6:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:



**KDE Title I Report**

Crabbe Elementary School

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

**Strategy7:**

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$41000 - Read to Achieve \$4000 - Title I Part D	Principal, Reading Recovery Staff, and selected teachers

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

**Goal 4:**

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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**KDE Title I Report**

Crabbe Elementary School

**Strategy1:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

**Strategy2:**

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

**Strategy3:**

SY 2014-2015

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**KDE Title I Report**

Crabbe Elementary School

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

**Strategy4:**

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

**Goal 5:**

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

# KDE Title I Report

Crabbe Elementary School

## Strategy1:

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Category:

Research Cited:

Activity - Survey Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Peer Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Practice Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

## Strategy2:

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

Activity - Health/ Wellness Policy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, nurse, teachers, parent

## Strategy3:

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

# KDE Title I Report

Crabbe Elementary School

Activity - Rubrics (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessments for each of the arts disciplines for primary and intermediate.	Direct Instruction			08/14/2013	05/18/2015	\$300 - Title I Schoolwide	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers

## Strategy4:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Health Education Integrated	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and staff

Activity - Artist in Residence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement			03/11/2013	04/27/2015	\$2000 - Other	Principal and staff, Paramount Art Center

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

**KDE Title I Report**

Crabbe Elementary School

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, counselor, and teachers

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction			11/26/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

**Strategy5:**

Committees - Committees will be established to address identified school needs.

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

Activity - Coordinated School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Coordinated School Health Committee is established. The committee will meet at least three times annually.	Policy and Process			08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, select teachers, school nurse, mental health counselor, parent

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program			08/22/2012	05/18/2015	\$2000 - Title I Schoolwide	Principal and staff

**Goal 6:**

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

**Measurable Objective 1:**

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

**Strategy1:**

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

**KDE Title I Report**

Crabbe Elementary School

Research Cited: State mandated evaluation system

Activity - OPGES and TPGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal

Activity - Overview for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

Activity - Attend TPGES and PPGES meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

**Narrative:**

Crabbe Elementary School used KREP, MAP, and Common Assessment data to identify needs within the school wide program. Reading and Math were identified as areas of concern for all grades. Math was identified as the major focus area, due to improvements achieved in reading during the 2012-13 school year. Achievement gaps were identified between students with and IEP and their same age peers.

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

#### Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

#### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

#### Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

#### Strategy2:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers



# KDE Title I Report

Crabbe Elementary School

## Strategy3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

## Goal 2:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

## Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students' skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and teachers

## Goal 3:

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

**Strategy2:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

**KDE Title I Report**

Crabbe Elementary School

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

**Strategy3:**

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

**Strategy4:**

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

# KDE Title I Report

Crabbe Elementary School

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$4000 - Title I Part D \$41000 - Read to Achieve	Principal, Reading Recovery Staff, and selected teachers

### Strategy5:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with bility level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

**KDE Title I Report**

Crabbe Elementary School

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

**Strategy6:**

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

**Strategy7:**

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$300 - Title I School Improvement (ISI) \$200 - Booster Fund	Principal, school librarian and classroom teachers

**Goal 4:**

SY 2014-2015

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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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

**Strategy2:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers



**KDE Title I Report**

Crabbe Elementary School

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

**Strategy3:**

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

**Strategy4:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

## Goal 5:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

## Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

## Strategy1:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction			11/26/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, counselor, and teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Health Education Integrated	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and staff

Activity - Artist in Residence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement			03/11/2013	04/27/2015	\$2000 - Other	Principal and staff, Paramount Art Center

## Goal 6:

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

## Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

## Strategy1:

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES\_ components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

Research Cited: State mandated evaluation system

Activity - OPGES and TPGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal

**KDE Title I Report**

Crabbe Elementary School

<b>Activity - Attend TPGES and PPGES meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

<b>Activity - Overview for Teachers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

**Goal 2:**

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

**Measurable Objective 1:**

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

**Strategy1:**

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES\_ components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

**KDE Title I Report**

Crabbe Elementary School

Research Cited: State mandated evaluation system

Activity - Attend TPGES and PPGES meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

Activity - OPGES and TPGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal

Activity - Overview for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

**Narrative:**

All teachers at Crabbe Elementary School are highly qualified before being hired. Paraeducators having varying educational backgrounds (high school diploma, Bachelor's degree, teaching certification, etc.).

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

### High Quality Professional Development for Principals, Teachers, and Paraprofessionals

**Goal 1:**

All students at Crabbe Elementary will demonstrate proficiency in writing.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

**Strategy1:**

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

**KDE Title I Report**

Crabbe Elementary School

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$41000 - Read to Achieve \$4000 - Title I Part D	Principal, Reading Recovery Staff, and selected teachers

**Strategy2:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers



**KDE Title I Report**

Crabbe Elementary School

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

**Goal 3:**  
 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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**Strategy1:**  
 Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

# KDE Title I Report

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Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

## Strategy2:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

## Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

## Goal 4:

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

## Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

**Strategy1:**

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendatinos for modifications.

Category: Teacher PGES

Research Cited: State mandated evaluation system

Activity - Attend TPGES and PPGES meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

Activity - Overview for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

Activity - OPGES and TPGES Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

## Component 6: Parent Involvement

### Parent Involvement

**Goal 1:**

All students at Crabbe Elementary School with develop positive social/emotional competencies.

**Measurable Objective 1:**

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

**Strategy1:**

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

**KDE Title I Report**

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Category: Learning Systems

Research Cited: HB 69

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

**Goal 3:**

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

**Strategy1:**

## KDE Title I Report

Crabbe Elementary School

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Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Artist in Residence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement			03/11/2013	04/27/2015	\$2000 - Other	Principal and staff, Paramount Art Center

### Narrative:

Parent involvement is encouraged at Crabbe Elementary School. The school hosts the Toyota bornlearning Academy for parents of children birth to age 5. Family learning nights are hosted (Mad Science Night, Family Literacy Night, etc.). Parents are invited to participate in the development/revision of the school's parent involvement policy, evaluation of the parent involvement program, and the learning compacts.

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**

All students at Crabbe Elementary School will develop positive social/emotional competencies.

**Measurable Objective 1:**

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

**Strategy1:**

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	AFRC and Pathways

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC



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Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

## Goal 2:

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

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

**KDE Title I Report**

Crabbe Elementary School

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buiding relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

**Strategy2:**

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

**Narrative:**

Site visits are facilitated for preschool students who will attend Crabbe Elementary School.

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

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

**Goal 1:**

All students at Crabbe Elementary will demonstrate proficiency in writing.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

**Strategy1:**

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

**Strategy2:**

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

**KDE Title I Report**

Crabbe Elementary School

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

**Strategy3:**

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

**Goal 2:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning &amp; Support

Research Cited: RTI math support

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

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Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

## Strategy2:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with ability level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

**KDE Title I Report**

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Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

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Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

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Crabbe Elementary School

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers



**KDE Title I Report**

Crabbe Elementary School

**Strategy3:**

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

**Strategy4:**

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$4000 - Title I Part D \$41000 - Read to Achieve	Principal, Reading Recovery Staff, and selected teachers

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Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

### Strategy5:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$300 - Title I School Improvement (ISI) \$200 - Booster Fund	Principal, school librarian and classroom teachers

### Strategy6:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

**Goal 3:**

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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

**Strategy2:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

### Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

### Strategy4:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

**Goal 4:**

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

**Strategy1:**

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

Activity - Rubrics (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.	Direct Instruction			08/14/2013	05/18/2015	\$300 - Title I Schoolwide	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers

**Strategy2:**

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Category:

Research Cited:

**KDE Title I Report**

Crabbe Elementary School

<b>Activity - Peer Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

<b>Activity - Survey Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

<b>Activity - Practice Opportunities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

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

### Activities to Ensure that Students Meet State Academic Standards

**Goal 1:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

**Strategy2:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

**KDE Title I Report**

Crabbe Elementary School

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

**Strategy3:**

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff



**KDE Title I Report**

Crabbe Elementary School

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with ability level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

# KDE Title I Report

Crabbe Elementary School

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

# KDE Title I Report

Crabbe Elementary School

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

## Strategy4:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

# KDE Title I Report

Crabbe Elementary School

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

## Strategy5:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$4000 - Title I Part D \$41000 - Read to Achieve	Principal, Reading Recovery Staff, and selected teachers

## 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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

**Strategy2:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

### Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

### Strategy4:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

**Goal 3:**

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

**Strategy1:**

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

Activity - Rubrics (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers

**Goal 4:**

Increase the percentage of effective teacher from \_\_\_% in 2015 to \_\_\_% in 2020.

**Measurable Objective 1:**

collaborate to prepare for implementation of the professional growth and effectiveness system by 05/18/2015 as measured by 100% teacher capacity.

**Strategy1:**

Professional Growth and Effectiveness System (PGES\_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Category: Teacher PGES

Research Cited: State mandated evaluation system

**KDE Title I Report**

Crabbe Elementary School

<b>Activity - Overview for Teachers</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, District designated personnel, certified personnel

<b>Activity - Attend TPGES and PPGES meetings</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Principal and teachers will participate in training on the PGES, OPGES and PPGES system.	Professional Learning			08/01/2013	05/18/2015	\$0 - District Funding	Principal and teachers

<b>Activity - OPGES and TPGES Implementation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will work to develop professional and student growth goals for the assigned students Kentucky Framework for Teaching - Domains 1-4.	Professional Learning			01/06/2014	05/18/2015	\$0 - No Funding Required	Principal



## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**

All students at Crabbe Elementary will demonstrate proficiency in writing.

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/18/2015 as measured by KREP.

**Strategy1:**

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

Activity - District Writing Policy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal, district curriculum director and classroom teachers

**Strategy2:**

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to the local museum, etc.	Direct Instruction			01/02/2013	05/18/2015	\$400 - Title I Part D	Classroom and itinerant teachers

**Strategy3:**

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

# KDE Title I Report

Crabbe Elementary School

Activity - Teacher Grading of Student Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and Regular Ed Teacher

Activity - Professional Development in Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.	Professional Learning			08/22/2012	04/24/2015	\$1000 - Title I Part D	District Instructional Supervisor, Principal, and ELA teachers

## Goal 2:

All students at Crabbe Elementary School with develop positive social/emotional competencies.

## Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/18/2015 as measured by a decrease in behavior referrals.

## Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Category: Stakeholder Engagement

Research Cited: Response to Intervention based on behaviors and MAP assessments

Activity - Parent Communication	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			01/02/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers, principal, ARFC

Activity - Student Support Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	AFRC and Pathways

**KDE Title I Report**

Crabbe Elementary School

<b>Activity - Develop School Discipline Policy</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
The school will develop and adopt a school discipline policy.	Policy and Process			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, ARFC, and teachers

<b>Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning			08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

<b>Activity - Professional Development</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Teachers will participate in professional development focused on social/emotional development and/or behavior management.	Professional Learning			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and teachers

<b>Activity - Character Counts Luncheon</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon with the principal	Behavioral Support Program			09/03/2012	05/18/2015	\$0 - No Funding Required	Principal, classroom teachers, and itinerant teachers

<b>Activity - Alternative Education Room (AER)</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Students are placed in AER based upon need. AER is available as need only basis.	Behavioral Support Program			10/01/2012	05/18/2015	\$0 - Title I Schoolwide	Principal and AER (certified/classified) staff

**KDE Title I Report**

Crabbe Elementary School

Activity - Targeted Assistance Team (TAT)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend professional development to learn the TAT process specific to behavior.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal, school counselor, special education staff, Pathways counselor, FRYSC coordinator

Activity - Easy CBM	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program			01/02/2013	05/18/2015	\$0 - No Funding Required	Principal and special education staff

**Goal 3:**

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

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.9% in 2014 to 49.8% by 05/18/2015 as measured by K-PREP.

**Strategy1:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

Activity - Hiring of School Personnel	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam.	Recruitment and Retention			08/18/2014	05/18/2015	\$70000 - Title I Schoolwide	Principal, SBDM council, Board office personnel

**Strategy2:**

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Category: Professional Learning & Support

Research Cited: RTI math support

# KDE Title I Report

Crabbe Elementary School

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	04/15/2015	\$0 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning			01/02/2013	05/30/2014	\$500 - General Fund	Principal, homeroom teachers, and special education teacher

Activity - K-1 Math Cadre	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning			08/06/2013	04/15/2015	\$0 - District Funding	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

### Strategy3:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

Activity - Bringing Up Grades (BUG) Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.	Community Engagement			10/19/2012	05/18/2015	\$0 - No Funding Required	Kiwanis Club of Ashland and principal

Activity - Accelerated Reader (AR)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.	Academic Support Program			08/22/2012	05/18/2015	\$200 - Booster Fund \$300 - Title I School Improvement (ISI)	Principal, school librarian and classroom teachers

**Strategy4:**

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their reading instruction. Examples may include: Reader's Theatre, Lucky Listener's Club, etc.	Direct Instruction			11/26/2012	12/31/2013	\$0 - No Funding Required	Classroom teachers

Activity - Various Print Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction.	Direct Instruction			01/02/2013	05/18/2015	\$2000 - School Council Funds	Librarian and classroom teachers

**Strategy5:**

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Category: Learning Systems

Research Cited: HB 69

Activity - Math - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.	Technology			08/22/2012	05/18/2015	\$2000 - Title I Part D	Principal and classroom teachers

# KDE Title I Report

Crabbe Elementary School

Activity - ELA - Digital Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.	Technology			08/22/2012	05/18/2015	\$3000 - Title I School Improvement (ISI)	Principal and classroom teachers

Activity - Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities.	Direct Instruction			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Classroom teachers

Activity - Parent Notification of RTI Status	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement			11/19/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers, counselor, RTI staff, principal

Activity - Reflex Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Free online computer program matching students with ability level.	Direct Instruction			11/05/2014	05/18/2015	\$0 - Grant Funds	Classroom staff and special education staff

Activity - RTI Support Staff (ELA and math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.	Academic Support Program			01/02/2013	05/15/2015	\$25000 - Title I School Improvement (ISI)	District RTI Consultant, principal, classroom teachers, and RTI support staff

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring			01/02/2013	04/20/2015	\$5200 - Other	Principal, classroom teachers, and ESS staff

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Crabbe Elementary School

Activity - Soar to Success (ELA)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program			01/07/2013	05/18/2015	\$0 - No Funding Required	Principal, special education staff, RTI support staff, and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			09/17/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - United Way bornlearning Academy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The United Way bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement			08/05/2013	05/18/2015	\$6000 - Grant Funds	AFRC, Principal, and kindergarten staff

Activity - Power Reading Online (PRO)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program			01/07/2013	05/18/2015	\$2100 - Title I Part A	Principal, classroom teachers, itinerant teachers, and designated support staff

Activity - Supplemental Math Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction.	Direct Instruction			08/22/2012	05/18/2015	\$1000 - Title I Schoolwide	Classroom teachers



# KDE Title I Report

Crabbe Elementary School

Activity - Math - RTI Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and classroom teachers

Activity - Focus on Math Facts (Building Math Fluency)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Kindercamp	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement			08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program			09/04/2012	05/18/2015	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

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Crabbe Elementary School

Activity - KinderPrep	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program			08/22/2012	05/18/2015	\$0 - No Funding Required	Principal and classroom teacher

## Strategy6:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

Activity - Common Assessments (ELA and Math)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process			11/12/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, Principal and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, student growth probes, etc.) and set goals to show continued progress.	Professional Learning			09/04/2012	05/18/2015	\$0 - No Funding Required	Principal, RTI staff and classroom teachers

## Strategy7:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Category: Professional Learning & Support

Research Cited:

# KDE Title I Report

Crabbe Elementary School

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning			10/26/2012	05/18/2015	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Activity - National Reading Recovery & K-6 Classroom Literacy Conference	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery staff will work with grade level staff on reading strategies for classroom use.	Professional Learning			02/02/2013	02/28/2013	\$41000 - Read to Achieve \$4000 - Title I Part D	Principal, Reading Recovery Staff, and selected teachers

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning			01/02/2013	05/18/2015	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

## Goal 4:

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 proficiency rating for all Crabbe students in the non-duplicated gap group from 34.8% in 2014 to 48.2% by 05/18/2015 as measured by K-PREP.

## Strategy1:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - ELA Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning			01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

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**Strategy2:**

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Category: Integrated Methods for Learning

Research Cited:

Activity - ELA Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program			08/22/2012	05/18/2015	\$1500 - Title I School Improvement (ISI)	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Special education teachers

**Strategy3:**

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program			06/24/2013	05/18/2015	\$500 - Title I Part A	Principal, Shannon Hankins, and participating teachers

Activity - Collaborative Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program			08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

**Strategy4:**

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Category: Professional Learning & Support

Research Cited: Researched based professional development

Activity - Building Conceptual Models	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning			09/06/2012	05/18/2015	\$0 - No Funding Required	Principal and selected special education teachers

Activity - Math Model Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided and assessments monitored..	Professional Learning			10/15/2012	05/18/2015	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

**Goal 5:**

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/18/2015 as measured by an increased percentage of proficient and distinguished students.

**Strategy1:**

Committees - Committees will be established to address identified school needs.

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

Activity - Program Review Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program			08/22/2012	05/18/2015	\$2000 - Title I Schoolwide	Principal and staff

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Activity - Coordinated School Health Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Coordinated School Health Committee is established. The committee will meet at least three times annually.	Policy and Process			08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, select teachers, school nurse, mental health counselor, parent

**Strategy2:**

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Category: Professional Learning &amp; Support

Research Cited: Common Core Standards, etc.

Activity - Health/ Wellness Policy Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, nurse, teachers, parent

**Strategy3:**

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

Activity - Health Education Integrated	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal and staff

Activity - Drama in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction			11/26/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Respond to Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction			08/22/2012	05/18/2015	\$0 - No Funding Required	Classroom teachers

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Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program			08/14/2013	05/18/2015	\$0 - No Funding Required	Principal, counselor, and teachers

Activity - Artist in Residence	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An artist in residence will teach all students about dance throughout time.	Parent Involvement			03/11/2013	04/27/2015	\$2000 - Other	Principal and staff, Paramount Art Center

## Strategy4:

Assessment - Assessments will be used to determine mastery of content.

Category: Continuous Improvement

Research Cited: Program Review Rubrics

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.	Direct Instruction			08/14/2013	05/18/2015	\$300 - Title I Schoolwide	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning			08/14/2013	05/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Rubrics (A&H)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

## Strategy5:

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Category:

Research Cited:

Activity - Survey Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

<b>Activity - Peer Evaluation</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers

<b>Activity - Practice Opportunities</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Funding Amount &amp; Source</b>	<b>Staff Responsible</b>
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction			08/14/2013	05/18/2015	\$0 - No Funding Required	Arts & Humanities teachers