KDE Comprehensive School

Improvement Plan

Poage 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?

Poage Elementary is a K-6 school located in Ashland, Kentucky that is part of the Ashland Independent School System. At present, our school has a population of 265 students and has seen a steady increase in population over the past two years having grown from a school of about 185 students in that span of time. We will continue that pace until we have two classes of each grade K-5 with our 6th grade scheduled to move to the middle school in 2015-16 SY. We are enjoying 2 newly completed classrooms which were added to accommodate our growing population. Our students are from primarily blue-collar families yet we do have some low-income housing in our district along with Safe Harbor which is for families coming from abusive situations. These children are also very transient. At present we are at 69% free and reduced lunch which is a significant increase for Poage over the last 2-3 years. Poage Elementary School is very proud of our newly reimagined FMD center. Our functional students are an busy each day implementing daily living skills and like all our students are making remarkable gains. Poage Elementary School is very proud of all our students!

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.

Poage Elementary School, staff and parents alike, recognize the need to continually evaluate all activities and experiences the students at Poage encounter. This will insure that all programs will continue to improve, continue to meet the new demands placed upon the students and address the learning goals and expectations that are the basis for school reform in our state. With two classes per grade (presently K-4 only and next year K-5) our teachers are afforded the opportunity to discuss, advise and plan with the teacher in their respective grade. This allows for an influx of new ideas into each classroom. We also offer RTI services to each classroom allowing our student to teacher ratio to be even lower. Our students also benefit from having art, music, PE, guidance and library classes from instuctors certified in those areas. Our newly adopted mission and vision are to develop and guide children academically, socially, and emotionally in an effort to create well-adjusted and productive adults that will give back to the community we call home.

We will achieve excellence through a dedicated caring staff, and integrated curriculum that promotes critical thinking and well- rounded student services. We will foster each student's self-esteem by positive relationships and will strive to have our parents and community members involved in student learning.

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.

Poage students showed a very strong improvement for scores of GAP students. Poage Elementary School moved to Proficient from Needs Improvement and are designated once again as a progressing school.

There were internal planning and organizational changes for school programs of A&H, PL/CS and Writing resulted in greatly improved PR scores. Additionally, there were significant improvements in Reading, Science and Social Studies. Other academic areas showed continuous growth as well.

Additional Information

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

Poage Elementary has been a "Model School for Inclusion" in our state which means that we make a concentrated effort to have all students, regardless of abilities or limitations, included in the regular education classrooms. All students benefit from these experiences. Poage continues an upper level of academic competition through 6th Grade Showcase. Also lastyear we have begun a new chapter of BETA recognizing student excellence and community service. Poage Elementary School in conjuction with our South Ashland Family Resource Center applied for and received the Toyota BorneLearning Academy in the summer of 2014. Programs directed at early intervention are in progress and have been shown to make huge differences in the way children enter school.

Poage Elementary School SIP 2014-2015

Overview

Plan Name

Poage Elementary School SIP 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2013 TELL Survey needs	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
2	To Increase the Percentage of Distinguished Programs in the Arts/Humanities and Writing.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	$1000
3	Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.	Objectives: 2 Strategies: 5 Activities: 6	Organizational	$19800
4	Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$1000
5	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	$12600

Goal 1: 2013 TELL Survey needs

Measurable Objective 1:

collaborate to address the concerns of staff related to professional development as identified in the 2013 TELL Survey by 05/29/2015 as measured by TELL Survey.

Strategy 1:

Congruent professional development - The principal will work with the staff to help ensure that teachers are participating in professional development that is congruent to their teaching assignment or needs as identified in their professional growth plans.

Category: Professional Learning & Support

Activity - Effective professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with the principal to identify needs for professional growth through the evaluation process and that are identified on the professional growth plan.	Professional Learning	12/01/2014	05/29/2015	$0	Other	Principal and Certified Staff

Goal 2: To Increase the Percentage of Distinguished Programs in the Arts/Humanities and Writing.

Measurable Objective 1:

collaborate to increase the percentage of distinguished students in A&H and writing at Poage Elementary by 05/29/2015 as measured by utilizing KPREP data.

Strategy 1:

Evidence Gathering - Committees will spend time collecting sufficient evidence to support how our program(s) are implemented.

Category: Continuous Improvement

Activity - Evidence Boxes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect evidence and keep on file for the entire school year in all areas.	Policy and Process	08/22/2012	06/30/2014	$0	Other	All certified staff and principal

(shared) Strategy 2:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Activity - Update Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process	08/22/2012	06/30/2014	$0	Other	Site-Based Decision Making Council

Strategy 3:

Content area comprehension - A/H and PL/VS teachers as well as all grade level teachers will utilize content area passages (Social Studies, Science, A/H, PL/VS) that include comprehension and/or skill practice. Students will utilize skills such as text features to assist in answering comprehension questions. This strategy will strengthen students skills in the area of content area reading and comprehension.

Category:

Activity - Comprehension skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will purposefully utilize any and all available content area passages that are related to disciplines but to focus on A/H, PL/CS, Science and Social Studies. Students will have practice in reading content area passages and answering comprehension questions to demonstrate their ability to transfer gained knowledge from a non traditionally written passage.	Academic Support Program	12/04/2013	06/30/2014	$1000	Title I Schoolwide	All teaching staff, principal, instructional assistants

Measurable Objective 2:

collaborate to Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 77% in 2013 to 100% in 2017 as measured on Program Reviews. by 09/30/2017 as measured by Program review data.

(shared) Strategy 1:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Activity - Update Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process	08/22/2012	06/30/2014	$0	Other	Site-Based Decision Making Council

Goal 3: Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

(shared) Strategy 1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one

and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine

next steps.

Category:

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program	10/01/2013	06/30/2014	$10000	Title I Schoolwide	Principal, teachers and RTI staff

Strategy 2:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction

based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student

advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Activity - MAP/STAR Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program	10/01/2013	06/30/2014	$9000	Title I Schoolwide, District Funding	All staff-- Certified and Classified

Strategy 3:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR

data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress,

identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Activity - Parent Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program	10/01/2013	06/30/2014	$0	No Funding Required	Principal and all teachers

Strategy 4:

Kindergarten Readiness - This will be completed before school begins. The goal of this strategy is to ensure that kindergarten children are as ready as possible for kindergarten. The goal of this strategy is ultimately to ensure that children reach proficiency as they reach 3rd grade and beyond which will be measured by KPREP data.

Category:

Activity - KinderKamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Children who will attend kindergarten will attend kinderkamp. The children will receive a tour of the school, participate in many learning activities, meet their teacher, principal and instructional assistant. Children will eat breakfast and lunch at school. The activity will be two days in length to duplicate going home and coming back the next day.	Academic Support Program	07/01/2014	08/08/2014	$800	Title I Schoolwide	Kindergarten teachers, instructional assistants, principal

Activity - Kindergarten Readiness Packets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incoming kindergarten students will receive readiness packets at kindergarten registration. These packets are provided by the district and contain many items families and students will need and will need to know as they enter kindergarten.	Academic Support Program	05/01/2014	08/08/2014	$0	No Funding Required	Kindergarten teachers, school secretary, principal, district support.

Strategy 5:

MAP Data Analysis - Teachers will analyze student performance as realted to Math skills in the area of number sense and operation and real and complex number systems. Teachers will divide students into instructional groupings based on DesCartes info in order to purposefully instruct those missing skills.

Category: Continuous Improvement

Activity - Grades 3-6 Math Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will instruct groupings of children with the same RIT band needs in order to improve skills in number sense and operations and in real and complex number systems.	Academic Support Program	12/01/2014	05/29/2015	$0	No Funding Required	All teachers grades 3-6, RTI staff, principal

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

(shared) Strategy 1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Activity - Tier 2 Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program	10/01/2013	06/30/2014	$10000	Title I Schoolwide	Principal, teachers and RTI staff

Goal 4: Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy 1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Activity - Kindergarten Readiness Testing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program	08/01/2014	08/29/2014	$1000	Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

Goal 5: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy 1:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Activity - Curriculum and Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning	10/01/2013	05/29/2015	$0	Other	Principal and certified staff.

Strategy 2:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Activity - Classroom technology usage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program	10/01/2013	05/29/2015	$3000	Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy 3:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Activity - Vocabulary and Math Computation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program	10/01/2013	05/29/2015	$0	Other	All certified staff.

Strategy 4:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program	10/01/2013	06/30/2014	$0	Other	All classroom teachers and aides along with itinerant teachers.

Strategy 5:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through

KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

Activity - Gap student tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program	12/09/2013	05/29/2015	$9600	Title I Schoolwide	All teachers, RTI staff, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary and Math Computation	Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program	10/01/2013	05/29/2015	$0	All certified staff.
Effective professional development	Teachers will work with the principal to identify needs for professional growth through the evaluation process and that are identified on the professional growth plan.	Professional Learning	12/01/2014	05/29/2015	$0	Principal and Certified Staff
Evidence Boxes	Teachers will collect evidence and keep on file for the entire school year in all areas.	Policy and Process	08/22/2012	06/30/2014	$0	All certified staff and principal
Update Policies	All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process	08/22/2012	06/30/2014	$0	Site-Based Decision Making Council
Daily vocabulary reviews imbedded in instruction	Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program	10/01/2013	06/30/2014	$0	All classroom teachers and aides along with itinerant teachers.
Curriculum and Assessment Analysis	All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning	10/01/2013	05/29/2015	$0	Principal and certified staff.
				Total	$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Classroom technology usage	Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program	10/01/2013	05/29/2015	$3000	Principal, certified and classified staff, school technology aide and district technology staff.
MAP/STAR Assessment	MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program	10/01/2013	06/30/2014	$4000	All staff-- Certified and Classified
Gap student tracking	Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program	12/09/2013	05/29/2015	$9600	All teachers, RTI staff, principal
Kindergarten Readiness Testing	Students will be given an assessment one on one.	Academic Support Program	08/01/2014	08/29/2014	$1000	Kindergarten teachers, kindergarten aides and head start teachers.
KinderKamp	Children who will attend kindergarten will attend kinderkamp. The children will receive a tour of the school, participate in many learning activities, meet their teacher, principal and instructional assistant. Children will eat breakfast and lunch at school. The activity will be two days in length to duplicate going home and coming back the next day.	Academic Support Program	07/01/2014	08/08/2014	$800	Kindergarten teachers, instructional assistants, principal
Comprehension skills	Teachers will purposefully utilize any and all available content area passages that are related to disciplines but to focus on A/H, PL/CS, Science and Social Studies. Students will have practice in reading content area passages and answering comprehension questions to demonstrate their ability to transfer gained knowledge from a non traditionally written passage.	Academic Support Program	12/04/2013	06/30/2014	$1000	All teaching staff, principal, instructional assistants
Tier 2 Instruction	Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program	10/01/2013	06/30/2014	$10000	Principal, teachers and RTI staff
				Total	$29400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP/STAR Assessment	MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program	10/01/2013	06/30/2014	$5000	All staff-- Certified and Classified
				Total	$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Conferences	During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program	10/01/2013	06/30/2014	$0	Principal and all teachers
Grades 3-6 Math Camp	Teachers will instruct groupings of children with the same RIT band needs in order to improve skills in number sense and operations and in real and complex number systems.	Academic Support Program	12/01/2014	05/29/2015	$0	All teachers grades 3-6, RTI staff, principal
Kindergarten Readiness Packets	Incoming kindergarten students will receive readiness packets at kindergarten registration. These packets are provided by the district and contain many items families and students will need and will need to know as they enter kindergarten.	Academic Support Program	05/01/2014	08/08/2014	$0	Kindergarten teachers, school secretary, principal, district support.
				Total	$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Using data analysis we are determining if current practices are effective. Student scores reflect effectiveness of instruction and give us baselines as well as guideline to continue our efforts toward 100% proficiency.

Some of our subgroups are too small to get feedback for gaps but we still want to address the needs of those children although small in number

Our KPREP data revealed that there was strong improvement for scores of GAP students. Poage moved to Proficient classification from Needs Improvement and is now classified as a progressing school. Internal planning and organization for school programs of A&H, PL/CS and Writing resulted in greatly improved PR scores and there were significant improvements in Reading, Science and Social Studies.

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?

Our Reading and Math scores reflect an increase in proficiency according to current KPREP data. There are strong improvement for scores of GAP students. Poage moved to Proficient from Needs Improvement; and is also a Progressing school. Changes in internal planning and organization for school programs of A&H, PL/CS and Writing resulted in greatly improved PR scores. There were significant improvements in Science and Social Studies as well.

   We continue to implement innovative strategies in the classrooms, utilize technology and refine instruction based on student areas of need.

We have implemented specific and purposed interventions based on student needs. We look at KPREP, MAP, STAR and other formative and summative assessments to determine student growth needs. We utilize prescriptive data from MAP and STAR. All teachers are setting goals with parents for the school year. Teachers are then required to meet with parents a minimum of two more times to discuss growth. There will be a continuation of the newly adopted Math and Reading programs as there is an indication that these have been effective as a part of the instructional program and plan. Additionally, there have been other support materials purchased to further enhance student achievement.

Opportunities for Improvement

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

Our 5th grade scores in social studies showed over a 20% gain in proficient and distinguished scores and Science also showed improvement. There was not adequate progress in the areas of Math and Reading as revealed by KPREP to meet state goals but continuous progress was evidenced. MAP data proved to be accurate as evidenced in KPREP scores. Because of that data we have made the decision to purposefully target gap students to monitor through our SIP. We are making interventions 5 days a week with focus groups of students in 6th grade and 3-5 days a week with all other grade levels K-5. We are also implementing content area reading comprehension in all classrooms through A/H and PL/VS teachers as well as in all classrooms through our SIP. Additionally, we are implementing a school wide science fair with K-3 classrooms working with a single classroom project and grades 4-6 completing individual or team projects. Additionally, we are implementing a purposed Math intervention class weekly that is being delivered across multiple grade levels.

Conclusion

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

The review process is ongoing and will always be so. We will constantly appraise where we are and where we need to be. Funds will be allocated to areas of need and those funds will be utilized primarily in the classroom and for staff training. At this point in the year the goal is to keep on keeping on. Current preliminary MAP data from the winter session reveal significant growth among grade level groups.

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?

Jamie Anderson, Teacher

Kelli Shytle, Teacher

Robin Stanfield, Teacher

Jason Strader, Parent SBDM

Ronda Connor, Parent SBDM

Relationship Building

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

Overall Rating: 2.86

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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.	Parents are invited to attend school activities related to their own child and are encouraged to attend parent teacher conferences.	Apprentice

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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: 2.57

	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).	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, and making home visits.)	Proficient

	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

	Statement or Question	Response	Rating
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: 2.14

	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 and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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

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

Advocacy

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: 2.17

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

	Statement or Question	Response	Rating
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: 2.0

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

	Statement or Question	Response	Rating
2.	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff provides parents with information about their child's academic progress and the progress of the school.	Apprentice

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

	Statement or Question	Response	Rating
4.	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

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

Overall Rating: 2.0

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	After school programs are offered to some students.	Novice

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	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 occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

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

	Statement or Question	Response	Rating
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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

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

There were areas of strength noted in collaboration with district resources to work with and inform parents of programs focused on education needs. There is a lack of purposed parent involvement and follow up. There was a lack of reporting lacking areas to the SBDM. There should be a purposed method of involving parents in volunteering and decision making.

Report Summary

Scores By Section

Section Score
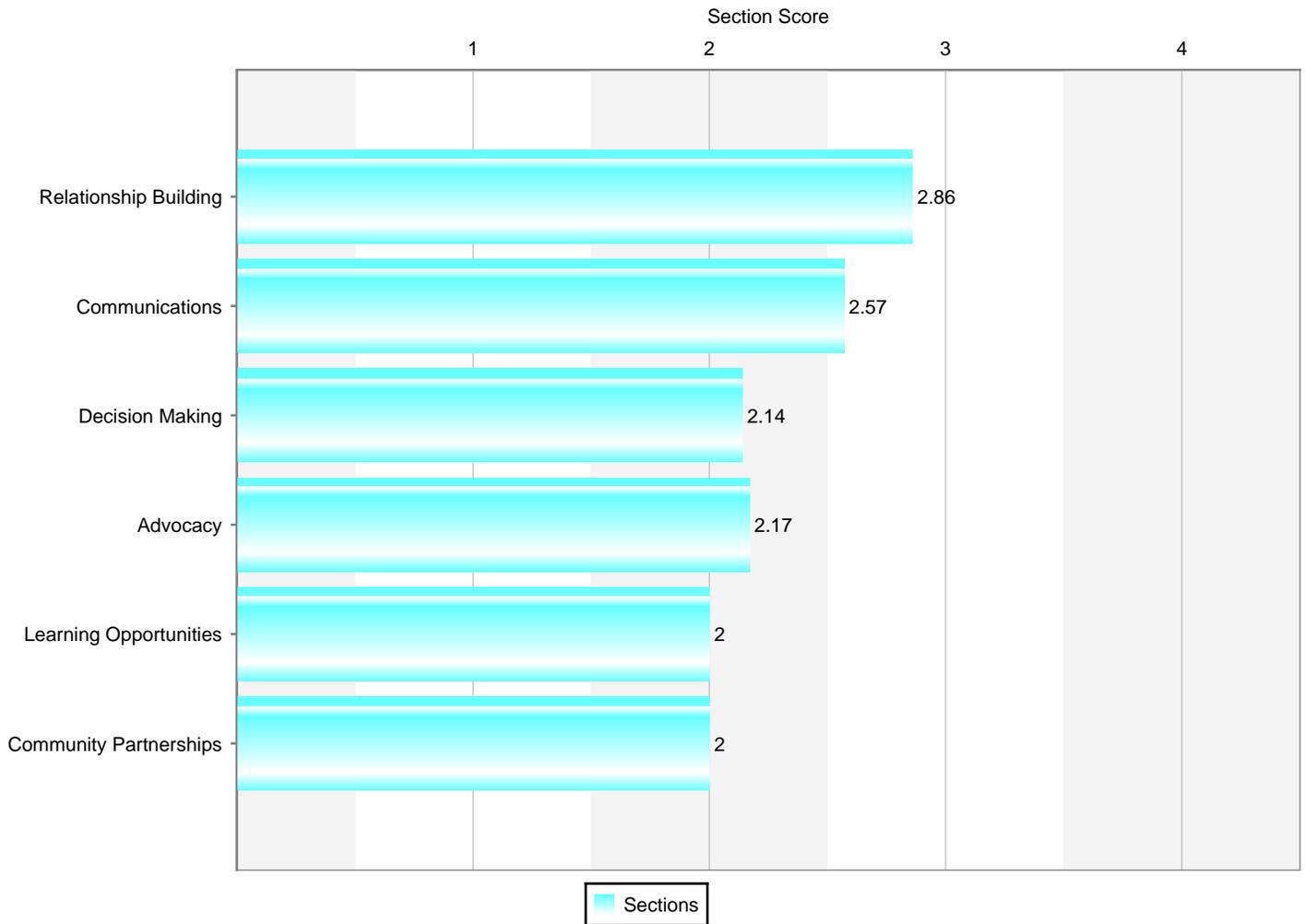
Improvement Plan Stakeholder Involvement

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 SBDM. Teacher members and parent members take data to their respective peer groups along with the goals/activites etc and solicit input. All parents and teachers are invited to participate in group planning sessions.

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 data, participated in the development of the SIP and the activites that are within. All stakeholders took data along with SIP components to their peer groups (teachers to teachers/parents to parents).

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 SIP is published and displayed in the office. Preliminary copies are given to all stakeholder groups. SBDM will review the SIP in November and final approval in December before the local board accepts. Once accepted by the SBDM and local board the plan is linked to the school web site.

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	KPREP scores were reviewed by SBDM. Recommendations were made as to areas of greatest need. RTI staff will address students who have been identified for tier 2 instruction. Title 1 monies will be used to fund these positions.	

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	New Math and Reading series were purchased during the 12-13 SY. School schedule allows for maximum amount of instructional time.	

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	No	While there are no planned strategies the faculty and staff at Poage remain very consistent and experience very little change over the course of time.	

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	The principal and SBDM review each month Title 1 budget and spending. The SBDM also discusses and reviews the RTI schedule.	

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	This was completed in August 2013	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Discussed and reviewed each month at SBDM	

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.	No	N/A Poage Elementary School is school wide Title 1	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	N/A Poage Elementary School is school wide Title 1	

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	N/A Poage Elementary School is school wide Title 1	

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	N/A Poage Elementary School is school wide Title 1	

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A Poage Elementary School is school wide Title 1	

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 Poage Elementary School is school wide Title 1	

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.	No	N/A Poage Elementary School is school wide Title 1	

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	N/A Poage Elementary School is school wide Title 1	

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	N/A Poage Elementary School is school wide Title 1	

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.	No	N/A Poage Elementary School is school wide Title 1	

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.	No	N/A Poage Elementary School is school wide Title 1	

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	will be linked to the school website after SBDM approval	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes		

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	SIP activity in response to the TELL Survey	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	N/A Poage Elementary School is school wide Title 1	

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	N/A Poage Elementary School is school wide Title 1	

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:

2013 TELL Survey needs

Measurable Objective 1:

collaborate to address the concerns of staff related to professional development as identified in the 2013 TELL Survey by 06/30/2014 as measured by TELL Survey.

Strategy1:

Congruent professional development - The principal will work with the staff to help ensure that teachers are participating in professional development that is congruent to their teaching assignment or needs as identified in their professional growth plans.

Category:

Research Cited:

Activity - Effective professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the principal to identify needs for professional growth through the evaluation process and that are identified on the professional growth plan.	Professional Learning			12/09/2013	06/30/2014	$0 - Other	Principal and Certified Staff

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

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 average combined reading and math K-Prep scores for Poage Elementary from 49.5 to 54.6. by 05/31/2013 as measured by K-Prep results.

Strategy1:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the

child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy2:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy3:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$5000 - District Funding $4000 - Title I Schoolwide	All staff--Certified and Classified

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016. by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

All children were screened for kindergarten readiness.

Goal 1:

Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Research Cited:

Activity - Kindergarten Readiness Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program			08/01/2014	08/29/2014	$1000 - Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

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

Goal 1:

Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Research Cited:

Activity - Kindergarten Readiness Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program			08/01/2014	08/29/2014	$1000 - Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

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

Goal 1:

Increase the 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 average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Measurable Objective 2:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 49.5 to 54.6. by 05/31/2013 as measured by K-Prep results.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy2:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance.

Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to

discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$4000 - Title I Schoolwide $5000 - District Funding	All staff--Certified and Classified

Strategy3:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the

child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The

subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and

families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 38.2

to 44.4 by 05/31/2013 as measured by K-prep results.

Strategy1:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

Research Cited:

Activity - Gap student tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program			12/09/2013	06/30/2014	$9600 - Title I Schoolwide	All teachers, RTI staff, principal

Strategy2:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	06/30/2014	$0 - Other	Principal and certified staff.

Strategy3:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy4:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	06/30/2014	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy5:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All certified staff.

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

Goal 1:

To Increase the Percentage of Distinguished Programs in the Arts/Humanities, PL/CS and Writing.

Measurable Objective 1:

collaborate to increase the percentage of distinguished students in A&H, PL/CS and writing at Poage Elementary by 06/30/2014 as measured by utilizing scores from the KPREP.

Strategy1:

Evidence Gathering - Committees will spend time collecting sufficient evidence to support how our program(s) are implemented.

Category:

Research Cited:

Activity - Evidence Boxes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect evidence and keep on file for the entire school year in all areas.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	All certified staff and principal

Strategy2:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Research Cited:

Activity - Update Policies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	Site-Based Decision Making Council

Measurable Objective 2:

collaborate to Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 77% in 2013 to 100% in 2017 as measured on Program Reviews. by 09/30/2017 as measured by Program review data.

Strategy1:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Research Cited:

Activity - Update Policies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	Site-Based Decision Making Council

KDE Title I Report

Poage Elementary School

Ashland Independent

James Lester, Principal
3215 South 29th St
Ashland, KY 41102

TABLE OF CONTENTS

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:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Measurable Objective 2:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy2:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy3:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$4000 - Title I Schoolwide $5000 - District Funding	All staff--Certified and Classified

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Strategy2:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy3:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy4:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Goal 3:

Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Research Cited:

Activity - Kindergarten Readiness Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program			08/01/2014	08/29/2014	$1000 - Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

Narrative:

The staff analyzed KPREP/MAP/Brigance test results. The TELL survey results were analyzed. Parent involvement will grow in our school as a purposed volunteer program is developed. We are currently concerned and have made a focus for our SIP the areas of Math and Reading Student progress is monitored regularly and adjustments made to instruction as needed to help ensure individual student needs are being met.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Measurable Objective 2:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$5000 - District Funding $4000 - Title I Schoolwide	All staff--Certified and Classified

Strategy2:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy3:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from

47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Strategy2:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery

as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress

and closure of the skill deficit.

Category:

Research Cited:

Activity - Gap student tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program			12/09/2013	05/29/2015	$9600 - Title I Schoolwide	All teachers, RTI staff, principal

Strategy3:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy4:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy5:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Narrative:

Our curriculum is aligned with the Common Core standards and is incorporated into our current district pacing document. Certified personnel and instructional assistants are managed in ways to provide smaller learning groups. We are also using Title 1 funds to provide assistance in areas of lower achievement, i.e. reading, math, writing. Title 1 funds are also used to improve the use of technology and purchase of materials and supplies that will enhance student achievement. ESS was operated in an after school model to address students who had identified academic needs. Title 1 funding was also utilized to hire staff to provide RTI to students as need dictated

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/30/2014 as measured by teachers participating in professional learning activities in PLC's and faculty meetings and demonstrating an understanding of the framework for teacher effectiveness and PGES..

Strategy1:

PLC Teams - During PLC meetings and faculty meetings through the course of the year lead PGES teachers and the principal will lead teachers through the complete PGES process.

Category:

Research Cited:

Activity - PGES scale up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a step by step roll out program that will introduce them to each component of PGES during PLC and faculty meetings.	Professional Learning			10/01/2013	06/30/2014	$0 - No Funding Required	Principal, PGES Pilot teachers

Narrative:

All staff at Poage Elementary School meet HQ status.

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

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$5000 - District Funding $4000 - Title I Schoolwide	All staff--Certified and Classified

Strategy2:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy3:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

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Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Strategy2:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy3:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

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Strategy4:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Strategy5:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

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Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Goal 3:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/30/2014 as measured by teachers participating in professional learning activities in PLC's and faculty meetings and demonstrating an understanding of the framework for teacher effectiveness and PGES..

Strategy1:

PLC Teams - During PLC meetings and faculty meetings through the course of the year lead PGES teachers and the principal will lead teachers through the complete PGES process.

Category:

Research Cited:

Activity - PGES scale up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a step by step roll out program that will introduce them to each component of PGES during PLC and faculty meetings.	Professional Learning			10/01/2013	06/30/2014	$0 - No Funding Required	Principal, PGES Pilot teachers

Narrative:

Administration participates in KLA through the department of education. Teachers also participated in training to enhance their understanding of MAP data and the implementation of the Des Cartes document as well as beginning to utilize STAR data as well as prescriptive data that accompanies that testing.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/30/2014 as measured by teachers participating in

professional learning activities in PLC's and faculty meetings and demonstrating an understanding of the framework for teacher effectiveness

and PGES..

Strategy1:

PLC Teams - During PLC meetings and faculty meetings through the course of the year lead PGES teachers and the principal will lead

teachers through the complete PGES process.

Category:

Research Cited:

Activity - PGES scale up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a step by step roll out program that will introduce them to each component of PGES during PLC and faculty meetings.	Professional Learning			10/01/2013	06/30/2014	$0 - No Funding Required	Principal, PGES Pilot teachers

Narrative:

My teachers expect effective instruction from their peers and offer assistance to those who seek it on a regular basis. There is very little staff

change at Poage Elementary School. Administration seeks input from all teachers as decisions are made about curriculum, spending and

programing.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$5000 - District Funding $4000 - Title I Schoolwide	All staff--Certified and Classified

Strategy2:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy3:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Narrative:

The administration will develop a purposed parent involvement program where teachers will request assistance from trained volunteers. The focus will be student achievement. Parents are requested to attend at least 3 parent/teacher conferences per year. There is a newly adopted parent involvement policy that includes a new learner compact as well as new parent survey.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Research Cited:

Activity - Kindergarten Readiness Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program			08/01/2014	08/29/2014	$1000 - Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

Narrative:

6th grade students district wide go to Verity Middle school at the end of the year for a transition day.   Incoming K students participate in a KinderKamp before school begins and preschool students visit the K classrooms at the end of the school year before K begins in the fall.

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:

2013 TELL Survey needs

Measurable Objective 1:

collaborate to address the concerns of staff related to professional development as identified in the 2013 TELL Survey by 05/29/2015 as measured by TELL Survey.

Strategy1:

Congruent professional development - The principal will work with the staff to help ensure that teachers are participating in professional development that is congruent to their teaching assignment or needs as identified in their professional growth plans.

Category: Professional Learning & Support

Research Cited:

Activity - Effective professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with the principal to identify needs for professional growth through the evaluation process and that are identified on the professional growth plan.	Professional Learning			12/01/2014	05/29/2015	$0 - Other	Principal and Certified Staff

Goal 2:

To Increase the Percentage of Distinguished Programs in the Arts/Humanities and Writing.

Measurable Objective 1:

collaborate to Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from 77% in 2013 to 100% in 2017 as measured on Program Reviews. by 09/30/2017 as measured by Program review data.

Strategy1:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Research Cited:

Activity - Update Policies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	Site-Based Decision Making Council

Measurable Objective 2:

collaborate to increase the percentage of distinguished students in A&H and writing at Poage Elementary by 05/29/2015 as measured by utilizing KPREP data.

Strategy1:

Evidence Gathering - Committees will spend time collecting sufficient evidence to support how our program(s) are implemented.

Category: Continuous Improvement

Research Cited:

Activity - Evidence Boxes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect evidence and keep on file for the entire school year in all areas.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	All certified staff and principal

Strategy2:

Policies and Procedures - Council will insure all policies are in place to support Program Reviews.

Category:

Research Cited:

Activity - Update Policies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All policies necessary to insure programs are meeting expectations will be updated or implemented.	Policy and Process			08/22/2012	06/30/2014	$0 - Other	Site-Based Decision Making Council

Goal 3:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular

progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy2:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance.

Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to

discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$4000 - Title I Schoolwide $5000 - District Funding	All staff--Certified and Classified

Strategy3:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the

child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The

subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and

families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Goal 4:

Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.

Measurable Objective 1:

collaborate to test all incoming kindergarten students for readiness by 08/29/2014 as measured by as measued by the Brigance screening instrument.

Strategy1:

KinderKamp - Incoming Kindergarten students will participate in KinderKamp at the end of July.

Category:

Research Cited:

Activity - Kindergarten Readiness Testing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given an assessment one on one.	Academic Support Program			08/01/2014	08/29/2014	$1000 - Title I Schoolwide	Kindergarten teachers, kindergarten aides and head start teachers.

Goal 5:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

Research Cited:

Activity - Gap student tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program			12/09/2013	05/29/2015	$9600 - Title I Schoolwide	All teachers, RTI staff, principal

Strategy2:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy3:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Strategy4:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy5:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by

the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Goal 6:

Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 06/30/2014 as measured by teachers participating in

professional learning activities in PLC's and faculty meetings and demonstrating an understanding of the framework for teacher effectiveness and PGES..

Strategy1:

PLC Teams - During PLC meetings and faculty meetings through the course of the year lead PGES teachers and the principal will lead teachers through the complete PGES process.

Category:

Research Cited:

Activity - PGES scale up	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a step by step roll out program that will introduce them to each component of PGES during PLC and faculty meetings.	Professional Learning			10/01/2013	06/30/2014	$0 - No Funding Required	Principal, PGES Pilot teachers

Narrative:

Teachers will analyze MAP data regularly. Parents and students will work with teachers related to setting goals. Teachers will look deeply into the substrands of tested areas to diagnose weaknesses. KPREP data will be analyzed and data utilized in planning instruction.

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 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy2:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Strategy3:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$5000 - District Funding $4000 - Title I Schoolwide	All staff--Certified and Classified

Measurable Objective 2:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016. by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy2:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

Research Cited:

Activity - Gap student tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program			12/09/2013	05/29/2015	$9600 - Title I Schoolwide	All teachers, RTI staff, principal

Strategy3:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing

technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy4:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Strategy5:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by

the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Narrative:

Title 1 funding will be utilized in part to hire staff to address identified needs related to common core standards, identified MAP weaknesses and formative data provided by classroom teachers. 70th%ile continues to be the goal for proficiency and is set as the goal for year end MAP testing results.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math K-prep scores for elementary and middle students from 55.7% to 74.8% in 2017.

Measurable Objective 1:

collaborate to Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.   by 09/01/2016 as measured by KPREP.

Strategy1:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Measurable Objective 2:

collaborate to increase the average combined reading and math K-Prep scores for Poage Elementary from 55.7 to 64.7 by 09/01/2015 as measured by K-Prep results.

Strategy1:

Parental Involvement - Teachers will elicit parent conferences at least 3 times per year. At the first parent meeting teachers will discuss the child's KPREP/MAP/STAR data with the parent and child. The team will set goals for the end of the year and all members will sign. The subsequent meetings will monitor student progress, identify areas of continued concern and offer strategies that teachers, RTI staff and families can do to further enhance student achievement.

Category:

Research Cited:

Activity - Parent Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During 3 parent meetings teachers and families will determine and monitor student progress. Year long goals will be set with parent and student and that progress will be monitored throughout the year.	Academic Support Program			10/01/2013	06/30/2014	$0 - No Funding Required	Principal and all teachers

Strategy2:

Utilize Assessment Data - All teachers will utilize all assessment data available to determine the present level of student performance. Teachers will plan instruction based on student need and performance. Teachers will meet with all parents at least 3 times per year to discuss student progress and set year long goals for student advancement. Teachers will use MAP and STAR data as well as KPREP.

Category:

Research Cited:

Activity - MAP/STAR Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP and STAR assessments will be admininstered throughout the year to check individual student progress. Prescriptive data from STAR and DesCartes will be utilized to refine instruction based on student need.	Academic Support Program			10/01/2013	06/30/2014	$4000 - Title I Schoolwide $5000 - District Funding	All staff--Certified and Classified

Strategy3:

RTI Staff - Individual student data will be analyzed to determine the areas of greatest academic need in the area of Math and Reading. RTI staff will work one on one and in small group settings on identified skills with students who are identified for tier 2. There will be regular progress monitoring data collected which will determine next steps.

Category:

Research Cited:

Activity - Tier 2 Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze student testing data, classroom formative and summative data as well as anecdotal records to identify skill deficits. These students will receive tier 2 intervention instruction from RTI staff. There will be pre assessments and post assessments given to determine the efficacy of the intervention instruction.	Academic Support Program			10/01/2013	06/30/2014	$10000 - Title I Schoolwide	Principal, teachers and RTI staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% in 2014 to 69.1% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.1% to 56.7% by 09/01/2015 as measured by KPREP data.

Strategy1:

Non duplicated gap group monitoring - Teachers will purposefully monitor students who are in the non duplicated gap group for skill mastery as identified through KPREP, MAP, STAR, formative and summative assessments. Student data will be regularly collected to show progress and closure of the skill deficit.

Category:

Research Cited:

Activity - Gap student tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified as being in the non duplicated gap group will have purposed interventions based on skill deficits. These students will be progress monitored on a regular basis with progress charted. When asked teachers will be able to identify beginning and ending skill sets which will show that skill gaps have been identified and targeted for intervention. Classroom as well as RTI staff will provide this Tier 2 intervention.	Academic Support Program			12/09/2013	05/29/2015	$9600 - Title I Schoolwide	All teachers, RTI staff, principal

Strategy2:

Grade-Appropriate Math Vocabulary - Teachers will continue to implement the use of grade appropriate Math vocabulary as suggested by the Marzano text.

Category:

Research Cited:

Activity - Vocabulary and Math Computation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Computational skill instruction and review will be practiced regularly to help improve student achievement. There will be an intentional focus on Mathematical vocabulary usage.	Academic Support Program			10/01/2013	05/29/2015	$0 - Other	All certified staff.

Strategy3:

Integration of technology - All classroom teachers will utilize technology to enhance or extend instruction. Students should be utilizing technology as much as possible.

Category:

Research Cited:

Activity - Classroom technology usage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Smart Boards and other technology devices will be utilized in all classrooms to reduce the gap in performance of the non duplicated gap group.	Academic Support Program			10/01/2013	05/29/2015	$3000 - Title I Schoolwide	Principal, certified and classified staff, school technology aide and district technology staff.

Strategy4:

Grade-Appropriate Reading/Language Arts Vocabulary - Teachers will continue to implement the use of vocabulary that is grade-appropriate.

Category:

Research Cited:

Activity - Daily vocabulary reviews imbedded in instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed grade appropriate vocabulary into daily instruction as related to Math and ELA.	Academic Support Program			10/01/2013	06/30/2014	$0 - Other	All classroom teachers and aides along with itinerant teachers.

Strategy5:

PLC Teams - Teachers will continue to attend PLC meetings with their grade-level peers to discuss various classroom topics and concerns.

Category:

Research Cited:

Activity - Curriculum and Assessment Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will meet regularly to discuss curriculum and assessment results and needs. This may occur during regular PLC meetings, planning time meetings or after school faculty meetings. Teachers will discuss student performance on specific skills and will share teaching and learning strategies.	Professional Learning			10/01/2013	05/29/2015	$0 - Other	Principal and certified staff.

Narrative:

We utilize Title 1, Safe Schools, Parent involvement, Technology, Professional Development, Extended School Service, IDEA, and SEEK funds, plus our school's Internal Accounts to provide instruction, training, materials, supplies, and guidance. Our FRC also provides classes to parents on budgeting, parenting and working with their children at home, as well as providing support for an untold number of other areas relating to helping children be "ready" to learn once they get to school.