



# **KDE Comprehensive School Improvement Plan**

**Roby Elementary School**  
**Bullitt County**

Ms. Brittany Knipp, Principal  
1148 Highway 44 East  
Shepherdsville, KY 40165

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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?**

Roby Elementary School has close to 490 students in preschool through grade 5. We are located in Shepherdsville, the county seat of Bullitt County. The school experienced some slight shift in district lines four years ago. Our population is diverse in the area of socio-economics. Just under sixty percent of our students qualify for free or reduced lunch. The other forty percent are from homes that have one or two parents that are working, but face typical financial challenges that have occurred due to recent economic times. Some of our students have one or both parents that are unemployed. We have a few of our students from homes that have the opportunity to travel some and be exposed to experiences outside of school and extra curricular activities that enhance their education. We have a significant number of students that do not live with two parents and several students that are being raised by grandparents. Beyond residential areas that include apartments and small to medium sized homes, our district has motels that house homeless students and their families. In recent years, it is not unusual to have enrolled 2 or 3 families that are homeless at any given time. We have a relatively transient population due to our proximity to Louisville and the accessibility to county government. We were fortunate to move to a new state of the art building six years ago.

Our staff is a diverse group of individuals that range from seasoned teachers to brand new to the field of education. We have approximately 53 staff members, including 31 certified staff members and 22 classified. We have 2 new teachers and 6 teachers new to Roby.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Mission of Roby Elementary School is "To educate all students so that they learn and develop at the highest level as measured on state and national assessments. We commit to implementing best practices to ensure success." Our vision is to be "Exemplary Leaders and Learners." The staff at Roby developed the vision and mission as a part of our PBIS systems in a collaborative effort with parents and community members.

Our practice of implementing leveled literacy instruction, small group instruction, additional instructional time for all students through our "Reading/Math Clinics" are examples of meeting the needs of "all" students. We have established clear expectations that make a positive impact on our culture through the implementation of a "positive behavior instructional support" plan and the Leader In Me Initiative. We strive to implement instruction and cultural strategies that develop life long learners and leaders.

We have staff members that have served as district PD leaders, seek out and attend additional professional development opportunities such as the Workshop Model, KAGAN, Leader In Me, and Project Based Learning. Teachers take leadership roles for the school and district such as Safety Coordinator, Webmaster, BCEA Representative, Energy Team Coordinator, and PBIS District Team. We recognize and celebrate student achievement at quarterly awards ceremonies, monthly "Roby Rallies," "Sharpen The Saw" and on the "Roby News."

## **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.**

We showed significant gains on the 2014 KPREP assessment and significant gains in achievement on the 2014 KPREP. Our primary program has been successful at raising the level of student performance for students that entered school at a low level of academic functioning. For the past three years, we have had one of the highest percentages of students in the district that are performing at least at the 24th percentile at the end of 3rd grade. This is the level that our district has set to be considered "on grade level." Many of these students began school as low as the 1st-5th percentile. We have established programs that meet the needs of a variety of levels of students, primarily through a structure in the school day that we call, "Reading Clinic." This has been expanded at some grade levels to include math. We have established structures and organizations that are considered "best practice" such as Professional Learning Communities, guided reading, the workshop model, and differentiated instruction. In addition, we have adopted a new research based math program that utilizes formative assessments and differentiated instruction. Our preschool is being successful at implementing new curriculum and processes that are considered best practice for early childhood education. We will continue to focus improvement initiatives in the areas of reading, math, and writing by utilizing Thinking Strategies/Workshop Model, KCM Numeracy initiative, KAGAN Grouping, and continue with best practices of utilizing formative assessment/data to guide our instruction.

We have implemented Professional Learning Communities and teacher/staff collaboration has significantly increased with a focus on best instructional practice and student achievement. We have seen an increase in teacher leadership and have utilized the expertise of our instructional coach in a variety of ways. We have expanded opportunities for students in the areas of art and humanities and practical living. Students participate in activities such as Chorus, Orff Ensemble, career exploration, economics, and counseling curriculum that emphasize such areas as respect, friendship, personal development, and The Seven Habits by Stephen Covey.

Roby has a strong PTA that collaborates with the school, parents, and community to support our mission of creating leaders and learners. Parents are a vital part of our school SBDM and are invited to become partners with staff to improve student achievement. Our community partners include, Shepherdsville Police Department and Fire Department, Publishers Printing, and various local professionals who have graciously volunteered on Career Days. Students are encouraged through our Work Ethic Program to volunteer their time and efforts to help improve the community.

We have a need to adjust and refine our practices to ensure that we are successfully implementing and assessing the Ky. Core Academic Standards. We are creating an environment that is positive and proactive to meet student needs academically and behaviorally through collaborative structures and The Leader In Me Initiative.

## **Additional Information**

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

Our building is only seven years old, but it has given us the opportunity to expose our students to state of the art technology. The design of the building has been a tremendous support to us in implementing instruction that is individualized as well as enhances "teamwork" in each grade level due to the "pod" structure. We are fortunate to enjoy a beautiful gym for physical education, school wide rallies, and musical presentations as well as an attractive and inviting library that offers rich literature and promotes reading. The cafeteria and bright main hallways create a warm environment for our students. Our students participate in clubs such as The Energy Team, Roby Performing Arts, Cub Crusaders, Chess Club, Academic Team, Art Club, News Crew, Track, STLP, and fun events such as Family Literacy/Math Nights and PTA events.

# **Roby School Improvement Plan 2015-2016**

## **Overview**

### **Plan Name**

Roby School Improvement Plan 2015-2016

### **Plan Description**

## Goals Summary

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

| # | Goal Name  | Goal Details                                     | Goal Type      | Total Funding |
|---|--|--|----------------|---------------|
| 1 | Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017  | Objectives: 1<br>Strategies: 3<br>Activities: 12 | Organizational | \$6500        |
| 2 | Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. | Objectives: 1<br>Strategies: 2<br>Activities: 2  | Organizational | \$0           |
| 3 | College and Career Readiness   | Objectives: 1<br>Strategies: 1<br>Activities: 4  | Organizational | \$0           |
| 4 | Reduce the number of students scoring novice in reading and math.  | Objectives: 2<br>Strategies: 3<br>Activities: 8  | Organizational | \$10000       |
| 5 | Kindergarten Readiness   | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Organizational | \$0           |
| 6 | Program Review   | Objectives: 1<br>Strategies: 1<br>Activities: 2  | Organizational | \$0           |
| 7 | TELL Survey  | Objectives: 1<br>Strategies: 1<br>Activities: 2  | Organizational | \$0           |

## Goal 1: Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017

### Measurable Objective 1:

collaborate to increase combined reading and math scores from 59.7% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2016 as measured by 2015 KPREP .

### Strategy 1:

Literacy/Math Initiatives - Best practice literacy and math instructional and assessment strategies will be utilized by classroom teachers. Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in reading, writing, and math through Professional Learning Communities and Teacher Planning Days.

Category: Continuous Improvement

| Activity - Core Reading Program Tools   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--|------------|------------|-------------------|---------------------|--|
| Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, components of Harcourt Journeys, workshop model, and authentic/mentor texts. There will be a Family Reading Night in the Fall. SWP 1,2,3,9,10  | Direct Instruction, Academic Support Program           | 01/01/2016 | 12/31/2016 | \$5000            | Text Books          | Principal, Instructional Coach, All teachers |
| Activity - Core Math Program Tools  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
| Highly qualified teachers will utilize various math resources to plan and implement rigorous math instruction aligned with the Common Core. Go Math and Eureka Math will be tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10  | Direct Instruction, Academic Support Program           | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |
| Activity - Math Numeracy Instruction  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
| Teachers will implement strategies from math professional development in the area of math numeracy. The focus will be on helping students to gain developmental conceptual skills in the area of numeracy. Reg. Ed., Special Ed., and Intervention teachers will participate and implement the new strategies. Particular emphasis will be supporting student transition from early childhood to elementary level and the developmental needs of students in math instruction. Teachers will implement numeracy activities at all grade levels. This will support teacher professional growth as well as attract and retain highly qualified teachers. Parents will be taught to use the instructional strategies at "Family Math Nights." 1, 2, 4, 5, 6, 7, 8, 9, 10 | Professional Learning, Other, Academic Support Program | 01/01/2016 | 12/31/2016 | \$500             | Title I Schoolwide  | Principal, Instructional Coach, All Teachers |

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| Activity - Thinking Strategies/Workshop Model  | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible              |
|--|---|------------|------------|-------------------|---------------------|--------------------------------|
| Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom for Math and Reading. SWP 1, 2, 3, 4, 9 | Professional Learning, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach |

## Strategy 2:

Data-driven instruction - MAP data, DRA scores, and teacher input will be analyzed to determine students' instructional needs.

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, and Johnson, 2007; Wohistetter, Datnow, and Park, 2008)

| Activity - Response to Intervention  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students scoring at the 20th percentile and lower in math and reading will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Reading/Math Clinics   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created beginning in August. SWP 1, 2, 3, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Student Data Notebooks  | Activity Type                   | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                            |
|--|---------------------------------|------------|------------|-------------------|----------------------|--|
| Students in grades K-5 will utilize data notebooks to track their own academic and behavior progress. SWP 1,2,3,6a,8,9 | Other, Academic Support Program | 08/01/2016 | 12/31/2016 | \$1000            | School Council Funds | Principal, Instructional Coach, All Teachers |

| Activity - Daily Formative Assessments   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. SWP 1, 2, 3, 4, 7, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Common End of Unit Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|--|---|------------|------------|-----|---------------------|--|
| Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10 | Professional Learning, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Principal, Instructional Coach, All Teachers |
|--|---|------------|------------|-----|---------------------|--|

### Strategy 3:

Effective Teacher Feedback - highly qualified teachers will give quality feedback to students that is specific and helps to promote growth.

Category: Continuous Improvement

Research Cited: Feedback to students is a formative assessment practice about present understanding and skill development in order to determine the way forward. (Ramaprasad, 1983) (Harlen & James, 1997, p. 369). Provision of descriptive feedback, with guidance on how to improve, during the learning is one of the most effective practices that yields the largest achievement gains. (Black and William, 1998a, 1998b).

| Activity - Constructed Response Feedback  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| Highly qualified teachers will provide written feedback to students on constructed response questions and students will revise their responses utilizing the teacher feedback. SWP 1, 2, 4, 6, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Live Scoring  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|------------|------------|-------------------|---------------------|---|
| Live scoring sessions for all assessed areas will be implemented in grades 3, 4, and 5 in the months of Feb., March, and April. Students will receive immediate feedback and teachers will analyze student performance from the Live Scoring Sessions in PLC groups. SWP 1, 2, 4, 8, 9, 10 | Direct Instruction, Academic Support Program | 02/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All teachers in grades 3, 4, and 5 (including special education and intervention staff) |

| Activity - On-demand Writing   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Students in grades 2-5 will practice on-demand writing once per month. Teachers will facilitate scoring and will give students quality feedback on their performance. PLC teams will analyze students' performance on the task. Teachers in grades K-1 will implement a shared on-demand writing experience. SWP 1, 2, 4, 6, 8, 9, 10. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Teachers |

**Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.**

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.8% to 54.4% by 06/01/2016 as measured by K-Prep..

**Strategy 1:**

Progress Monitoring - The formative assessment strategies utilized for all students daily, on unit tests, and cumulatively will also track the progress of students in the non-duplicated gap group.

Category: Learning Systems

| Activity - Data Analysis   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| The progress monitoring data from formative assessments including daily, common unit tests, and common cumulative assessments will be utilized to track performance of students in the non-duplicated gap group. PLCs will analyze the data to drive instructional decisions. Parents will be informed of the students' performance. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, Regular and special education teachers |

**Strategy 2:**

Data Driven Instruction - Students in the non-duplicated gap group will receive appropriate leveled instruction.

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, and Johnson, 2007; Wohistetter, Datnow, and Park, 2008)

| Activity - Co-Teaching/Specially Designed Instruction  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Students in the non-duplicated gap group will receive differentiated instruction at their appropriate level during co-teaching/ specially designed instruction in the regular or special education classroom. Parents will be informed of their child's participation in the programs. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, Regular, and Special Education teachers |

**Goal 3: College and Career Readiness**

**Measurable Objective 1:**

achieve college and career readiness by preparing students to be Middle School Ready by 12/31/2016 as measured by academic and non academic measures.

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## Strategy 1:

Middle School Ready - Middle School ready will be promoted throughout the school and goals will be set using the MAP scores for Reading and Math.

Category: Persistence to Graduation

| Activity - Roby Rally's  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|---|------------|------------|-------------------|---------------------|--|
| Roby Rally's will be held monthly to recognize students who are Middle School Ready and who have reached attendance goals and leadership tasks. Staff members will share what habits they had to exhibit to be College and Career Ready and where they went to college. SWP 1,2,5,9,10   | Behavioral Support Program, Career Preparation/Orientation, Academic Support Program                                  | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Counselor, Principal                     |
| Activity - Leader In Me  | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
| Staff will implement and engage in the Leader In Me initiative school wide. Staff will attend yearly professional development and teach the Seven Habits to all students. Parents and community members will be invited to participate in the program. The school will hold a leadership day and parent night in the spring. SWP 1,2,3,4,5,6,6b,8,9,10 | Professional Learning, Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program | 08/01/2015 | 12/31/2016 | \$0               | Grant Funds         | Counselor, Principal, All Staff          |
| Activity - Middle School Transition Plan   | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
| Principal will send weekly E-News with information regarding Bullitt Lick Middle School. Bullitt Lick Middle School will be invited to come and talk with students and parents regarding a transition to middle school and what they need to be ready. SWP 1,2,3,5,6,8,9,10  | Community Engagement, Parent Involvement, Academic Support Program  | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Counselor, 5th Grade Teachers |
| Activity - Career Days   | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |

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|   |  |            |            |     |                     |           |
|---|--|------------|------------|-----|---------------------|-----------|
| Counselor will plan 3 career days throughout the school year, inviting various occupations throughout the community and parents. Students in grades K-5 will have the opportunity to listen to the professional speak and ask/answer questions regarding CCR. SWP 1,2,5,9 | Community Engagement, Career Preparation/Orientation, Parent Involvement | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Counselor |
|---|--|------------|------------|-----|---------------------|-----------|

## Goal 4: Reduce the number of students scoring novice in reading and math.

### Measurable Objective 1:

increase student growth by reducing novice by 10% in reading by 11/01/2016 as measured by KPREP.

### Strategy 1:

Differentiated Instruction - A variety of resources and tools will be used to provide differentiated instruction in small group reading to support students in their skills deficits.

Category: Learning Systems

| Activity - Reading Clinic   | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--|------------|------------|-------------------|---------------------|--|
| Students scoring at the novice level will receive small group guided instruction based on MAP learning continuum and other sources congruent with student needs. Teachers will plan intentional lessons during Teacher Planning Days and Staff Meetings to meet the needs of individual students based on data. SWP 1,2,3,5,8,9 | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | All teachers, Principal, Instructional Coach |

| Activity - Lexia Reading  | Activity Type                                  | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                  |
|---|--|------------|------------|-------------------|-------------------|--|
| Students performing at the novice level will participate in daily lessons from the computer based program Lexia Reading. Students are assessed on their basic reading skills and are moved throughout different levels when they achieve mastery of a standard. SWP 1,2,9 | Technology, Tutoring, Academic Support Program | 01/01/2016 | 12/31/2016 | \$5000            | Text Books        | Principal, Instructional Coach, Classroom Teachers |

| Activity - Reading Response To Intervention  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|------------|------------|-------------------|---------------------|---|
| Students scoring at the novice level in reading will be identified during PLC's and provided research based interventions in reading fluency and comprehension. The interventions will be provided using a variety of tools and resources. SWP 1,2,3,5,9 | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers |

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**(shared) Strategy 2:**

Progress Monitoring - Student data will be reviewed and monitored using various sources and tools to plan for next steps in instruction and intervention.

Category: Continuous Improvement

| Activity - Monthly Response To Intervention Meetings   | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|------------|------------|-------------------|---------------------|---|
| RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10 | Policy and Process, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers, Intervention Team |

| Activity - Novice Reduction Plans   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| After common assessments are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10 | Policy and Process | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

**Measurable Objective 2:**

increase student growth by reducing novice by 10% in math by 11/01/2016 as measured by KPREP.

**Strategy 1:**

Differentiated Math Instruction - A variety of tools and strategies will be used to teach students math skills they are lacking using small group instruction focused on basic computations and real world problems.

Category: Learning Systems

| Activity - DreamBox Math   | Activity Type                        | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |
|--|--------------------------------------|------------|------------|-------------------|-------------------|--|
| Students who are scoring at the novice level will complete DreamBox Math on the computer daily. They will practice basic computation and apply knowledge of the math standards on their individual levels. Students will increase their earnings and levels based on their content completion. SWP 1,2,4,9 | Technology, Academic Support Program | 01/01/2016 | 12/31/2016 | \$5000            | Text Books        | Principal, Instructional Coach, All Classroom Teachers |

| Activity - Math Clinic  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|--|------------|------------|-------------------|---------------------|--|
| Students scoring in the novice category will be targeted with small group instruction to practice math computation skills. Intentional lessons will target specific standards and math strands and will be planned during Teacher Planning Days and Faculty Meetings. SWP 1,2,3,8,9 | Direct Instruction, Academic Support Program | 08/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

## KDE Comprehensive School Improvement Plan

Roby Elementary School

| Activity - Math Response To Intervention  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|--|------------|------------|-------------------|---------------------|--|
| Many tools and sets of data will be used in monthly PLC's to decide students who need to be in the RTI process for math. Students performing in the novice category will receive direct intentional small group instruction as well as complete DreamBox Math on the computer. SWP 1,2,3,6a,8,9 | Direct Instruction, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

### (shared) Strategy 2:

Progress Monitoring - Student data will be reviewed and monitored using various sources and tools to plan for next steps in instruction and intervention.

Category: Continuous Improvement

| Activity - Monthly Response To Intervention Meetings   | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--|------------|------------|-------------------|---------------------|---|
| RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10 | Policy and Process, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers, Intervention Team |

| Activity - Novice Reduction Plans   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                      |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| After common assessments are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10 | Policy and Process | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

## Goal 5: Kindergarten Readiness

### Measurable Objective 1:

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2016 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

### Strategy 1:

Collaboration - Preschool and Kindergarten teachers will collaborate to create a transition plan for each student to have them fully prepared for the next school year.

Category: Continuous Improvement

| Activity - Conferencing | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

## KDE Comprehensive School Improvement Plan

Roby Elementary School

|  |   |            |            |     |                     |  |
|--|---|------------|------------|-----|---------------------|--|
| Preschool teacher and Kindergarten teachers will conference with each other to "get to know" incoming students. Teachers will collaborate to place students in classes for the upcoming year. SWP 1,6a,7,8 | Professional Learning, Behavioral Support Program, Parent Involvement, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Preschool Teacher, Kindergarten Teachers |
|--|---|------------|------------|-----|---------------------|--|

| Activity - Classroom Visits  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|--|------------|------------|-------------------|---------------------|--|
| Preschool teacher will take 4 year old students to each of the Kindergarten classes towards the end of the year. Students will see how the classes work and get acquainted to the teacher. SWP 1,2,7 | Behavioral Support Program, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Preschool Teacher, Kindergarten Teachers |

| Activity - Brigance Assessment   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Kindergarten teachers will assess all Kindergarten students using the Brigance Assessment. Kindergarten teachers will collaborate with the Preschool teacher in order to increase student readiness and achievement. SWP 1,2,7 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0               | No Funding Required | Kindergarten Teachers, Preschool Teacher, Instructional Coach |

## Goal 6: Program Review

### Measurable Objective 1:

collaborate to increase our proficiency by 05/31/2016 as measured by program review rubric.

### Strategy 1:

Collaboration Initiative - Program Review PLC's will collaborate on Teacher Planning Days, PLC's, and Faculty Meetings to gather evidence for program review characteristics.

Category: Continuous Improvement

| Activity - Program Review Committees | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

# KDE Comprehensive School Improvement Plan

Roby Elementary School

|  |  |                   |                 |                          |                          |   |
|--|--|-------------------|-----------------|--------------------------|--------------------------|---|
| Program Review Chairs and Committees will meet on teacher planning days to deepen understanding of program review characteristics, rubric levels, and indicators. PLC's will discuss evidence collection process and identify strengths and weaknesses of current program review. SWP 1,2,3,8,10 | Professional Learning, Policy and Process, Academic Support Program                            | 01/01/2016        | 12/31/2016      | \$0                      | No Funding Required      | Principal, Instructional Coach, Counselor, All Teachers             |
| <b>Activity - Program Review Chair Collaboration Time</b>  | <b>Activity Type</b>   | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>  |
| Special Area Teachers have time allotted in the Master Schedule weekly to collaborate with classroom teachers to gather program review evidence, capture activities, cross reference, and create reasoning and scores. SWP 1,2,3,10  | Professional Learning, Policy and Process, Recruitment and Retention, Academic Support Program | 01/01/2016        | 12/31/2016      | \$0                      | No Funding Required      | Special Area Teachers, All Teachers, Instructional Coach, Principal |

## Goal 7: TELL Survey

### Measurable Objective 1:

collaborate to increase the amount of collaboration time that teachers have with their colleagues by 12/31/2016 as measured by survey results/data.

### Strategy 1:

Scheduled Collaboration Time - Teachers will be involved in scheduled collaboration time weekly and monthly to be able to plan rigorous instruction and be trained to implement district initiatives.

Category: Professional Learning & Support

|   |  |                   |                 |                          |                          |  |
|---|--|-------------------|-----------------|--------------------------|--------------------------|--|
| <b>Activity - Team Planning</b>   | <b>Activity Type</b>                             | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| Teachers will be team planning weekly with the instructional coach to increase rigor and student growth by creating higher level thinking activities congruent to the KCAS standards. In addition grade level members will utilize each other to plan units of instruction in all content areas during planning times set forth by the master schedule as needed. SWP 1,2,3,4,5,8 | Professional Learning, Recruitment and Retention | 01/01/2016        | 12/31/2016      | \$0                      | No Funding Required      | Principal, Instructional Coach, All Teachers |
| <b>Activity - Unit Planning/Professional Learning</b>   | <b>Activity Type</b>                             | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

|   |  |            |            |     |                     |  |
|---|--|------------|------------|-----|---------------------|--|
| Teachers will be involved in collaborative planning on teacher planning days, faculty meetings, and PLC's to create units of study and work to create and monitor pacing guides for all subject areas. Teachers may also work on school improvement strategies, new learning, and district initiatives. SWP 1,2,3,4,5,9 | Professional Learning, Recruitment and Retention, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | No Funding Required | Principal, Instructional Coach, All Teachers |
|---|--|------------|------------|-----|---------------------|--|

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

| Activity Name                    | Activity Description  | Activity Type                                    | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------------|---|--|------------|------------|-------------------|---|
| Math Clinic                      | Students scoring in the novice category will be targeted with small group instruction to practice math computation skills. Intentional lessons will target specific standards and math strands and will be planned during Teacher Planning Days and Faculty Meetings. SWP 1,2,3,8,9   | Direct Instruction, Academic Support Program     | 08/01/2016 | 12/31/2016 | \$0               | Principal, Instructional Coach, All Classroom Teachers  |
| Team Planning                    | Teachers will be team planning weekly with the instructional coach to increase rigor and student growth by creating higher level thinking activities congruent to the KCAS standards. In addition grade level members will utilize each other to plan units of instruction in all content areas during planning times set forth by the master schedule as needed. SWP 1,2,3,4,5,8 | Professional Learning, Recruitment and Retention | 01/01/2016 | 12/31/2016 | \$0               | Principal, Instructional Coach, All Teachers  |
| Reading Response To Intervention | Students scoring at the novice level in reading will be identified during PLC's and provided research based interventions in reading fluency and comprehension. The interventions will be provided using a variety of tools and resources. SWP 1,2,3,5,9  | Direct Instruction, Academic Support Program     | 01/01/2016 | 12/31/2016 | \$0               | Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers   |
| Live Scoring                     | Live scoring sessions for all assessed areas will be implemented in grades 3, 4, and 5 in the months of Feb., March, and April. Students will receive immediate feedback and teachers will analyze student performance from the Live Scoring Sessions in PLC groups. SWP 1, 2, 4, 8, 9, 10  | Direct Instruction, Academic Support Program     | 02/01/2016 | 12/31/2016 | \$0               | Principal, Instructional Coach, All teachers in grades 3, 4, and 5 (including special education and intervention staff) |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

|   |   |   |            |            |     |   |
|---|---|---|------------|------------|-----|---|
| Unit Planning/Professional Learning       | Teachers will be involved in collaborative planning on teacher planning days, faculty meetings, and PLC's to create units of study and work to create and monitor pacing guides for all subject areas. Teachers may also work on school improvement strategies, new learning, and district initiatives. SWP 1,2,3,4,5,9   | Professional Learning, Recruitment and Retention, Academic Support Program                      | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                              |
| Daily Formative Assessments               | Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. SWP 1, 2, 3, 4, 7, 9, 10  | Academic Support Program  | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                              |
| Middle School Transition Plan             | Principal will send weekly E-News with information regarding Bullitt Lick Middle School. Bullitt Lick Middle School will be invited to come and talk with students and parents regarding a transition to middle school and what they need to be ready. SWP 1,2,3,5,6,8,9,10   | Community Engagement, Parent Involvement, Academic Support Program                              | 01/01/2016 | 12/31/2016 | \$0 | Principal, Counselor, 5th Grade Teachers                                  |
| Conferencing                              | Preschool teacher and Kindergarten teachers will conference with each other to "get to know" incoming students. Teachers will collaborate to place students in classes for the upcoming year. SWP 1,6a,7,8  | Professional Learning, Behavioral Support Program, Parent Involvement, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Preschool Teacher, Kindergarten Teachers                                  |
| Novice Reduction Plans                    | After common assessments are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10 | Policy and Process  | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Classroom Teachers                    |
| Response to Intervention                  | Students scoring at the 20th percentile and lower in math and reading will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10  | Academic Support Program  | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                              |
| Monthly Response To Intervention Meetings | RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10  | Policy and Process, Academic Support Program  | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Classroom Teachers, Intervention Team |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

|                                    |  |  |            |            |     |  |
|------------------------------------|--|--|------------|------------|-----|--|
| Core Math Program Tools            | Highly qualified teachers will utilize various math resources to plan and implement rigorous math instruction aligned with the Common Core. Go Math and Eureka Math will be tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10   | Direct Instruction, Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                           |
| Thinking Strategies/Workshop Model | Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom for Math and Reading. SWP 1, 2, 3, 4, 9   | Professional Learning, Academic Support Program                                      | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach   |
| Math Response To Intervention      | Many tools and sets of data will be used in monthly PLC's to decide students who need to be in the RTI process for math. Students performing in the novice category will receive direct intentional small group instruction as well as complete DreamBox Math on the computer. SWP 1,2,3,6a,8,9  | Direct Instruction, Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Classroom Teachers                 |
| Data Analysis                      | The progress monitoring data from formative assessments including daily, common unit tests, and common cumulative assessments will be utilized to track performance of students in the non-duplicated gap group. PLCs will analyze the data to drive instructional decisions. Parents will be informed of the students' performance. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, Regular and special education teachers |
| Roby Rally's                       | Roby Rally's will be held monthly to recognize students who are Middle School Ready and who have reached attendance goals and leadership tasks. Staff members will share what habits they had to exhibit to be College and Career Ready and where they went to college. SWP 1,2,5,9,10   | Behavioral Support Program, Career Preparation/Orientation, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Counselor, Principal   |
| Career Days                        | Counselor will plan 3 career days throughout the school year, inviting various occupations throughout the community and parents. Students in grades K-5 will have the opportunity to listen to the professional speak and ask/answer questions regarding CCR. SWP 1,2,5,9  | Community Engagement, Career Preparation/Orientation, Parent Involvement             | 01/01/2016 | 12/31/2016 | \$0 | Counselor  |
| Brigance Assessment                | Kindergarten teachers will assess all Kindergarten students using the Brigance Assessment. Kindergarten teachers will collaborate with the Preschool teacher in order to increase student readiness and achievement. SWP 1,2,7   | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Kindergarten Teachers, Preschool Teacher, Instructional Coach          |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

|  |  |  |            |            |     |   |
|--|--|--|------------|------------|-----|---|
| Program Review Chair Collaboration Time    | Special Area Teachers have time allotted in the Master Schedule weekly to collaborate with classroom teachers to gather program review evidence, capture activities, cross reference, and create reasoning and scores. SWP 1,2,3,10  | Professional Learning, Policy and Process, Recruitment and Retention, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Special Area Teachers, All Teachers, Instructional Coach, Principal     |
| Co-Teaching/Specially Designed Instruction | Students in the non-duplicated gap group will receive differentiated instruction at their appropriate level during co-teaching/ specially designed instruction in the regular or special education classroom. Parents will be informed of their child's participation in the programs. SWP 1, 2, 4, 6, 7, 8, 9, 10                     | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, Regular, and Special Education teachers |
| Reading/Math Clinics                       | MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created beginning in August. SWP 1, 2, 3, 6, 7, 8, 9, 10  | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                            |
| Common End of Unit Assessments             | Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10                           | Professional Learning, Academic Support Program  | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                            |
| Reading Clinic                             | Students scoring at the novice level will receive small group guided instruction based on MAP learning continuum and other sources congruent with student needs. Teachers will plan intentional lessons during Teacher Planning Days and Staff Meetings to meet the needs of individual students based on data. SWP 1,2,3,5,8,9        | Direct Instruction, Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | All teachers, Principal, Instructional Coach                            |
| On-demand Writing                          | Students in grades 2-5 will practice on-demand writing once per month. Teachers will facilitate scoring and will give students quality feedback on their performance. PLC teams will analyze students' performance on the task. Teachers in grades K-1 will implement a shared on-demand writing experience. SWP 1, 2, 4, 6, 8, 9, 10. | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                            |
| Classroom Visits                           | Preschool teacher will take 4 year old students to each of the Kindergarten classes towards the end of the year. Students will see how the classes work and get acquainted to the teacher. SWP 1,2,7   | Behavioral Support Program, Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Preschool Teacher, Kindergarten Teachers                                |
| Constructed Response Feedback              | Highly qualified teachers will provide written feedback to students on constructed response questions and students will revise their responses utilizing the teacher feedback. SWP 1, 2, 4, 6, 8, 9, 10  | Academic Support Program   | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, All Teachers                            |

## KDE Comprehensive School Improvement Plan

Roby Elementary School

|                           |  |   |            |            |     |   |
|---------------------------|--|---|------------|------------|-----|---|
| Program Review Committees | Program Review Chairs and Committees will meet on teacher planning days to deepen understanding of program review characteristics, rubric levels, and indicators. PLC's will discuss evidence collection process and identify strengths and weaknesses of current program review. SWP 1,2,3,8,10 | Professional Learning, Policy and Process, Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 | Principal, Instructional Coach, Counselor, All Teachers |
| <b>Total</b>              |  |   |            |            | \$0 |   |

### Grant Funds

| Activity Name | Activity Description   | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible               |
|---------------|--|---|------------|------------|-------------------|---------------------------------|
| Leader In Me  | Staff will implement and engage in the Leader In Me initiative school wide. Staff will attend yearly professional development and teach the Seven Habits to all students. Parents and community members will be invited to participate in the program. The school will hold a leadership day and parent night in the spring. SWP 1,2,3,4,5,6,6b,8,9,10 | Professional Learning, Behavioral Support Program, Community Engagement, Parent Involvement, Academic Support Program | 08/01/2015 | 12/31/2016 | \$0               | Counselor, Principal, All Staff |
| <b>Total</b>  |  |   |            |            | \$0               |                                 |

### Title I Schoolwide

| Activity Name             | Activity Description  | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|---------------------------|---|--|------------|------------|-------------------|--|
| Math Numeracy Instruction | Teachers will implement strategies from math professional development in the area of math numeracy. The focus will be on helping students to gain developmental conceptual skills in the area of numeracy. Reg. Ed., Special Ed., and Intervention teachers will participate and implement the new strategies. Particular emphasis will be supporting student transition from early childhood to elementary level and the developmental needs of students in math instruction. Teachers will implement numeracy activities at all grade levels. This will support teacher professional growth as well as attract and retain highly qualified teachers. Parents will be taught to use the instructional strategies at "Family Math Nights." 1, 2, 4, 5, 6, 7, 8, 9, 10 | Professional Learning, Other, Academic Support Program | 01/01/2016 | 12/31/2016 | \$500             | Principal, Instructional Coach, All Teachers |
| <b>Total</b>              |   |  |            |            | \$500             |  |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

**School Council Funds**

| Activity Name          | Activity Description   | Activity Type                   | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|------------------------|--|---------------------------------|------------|------------|-------------------|--|
| Student Data Notebooks | Students in grades K-5 will utilize data notebooks to track their own academic and behavior progress. SWP 1,2,3,6a,8,9 | Other, Academic Support Program | 08/01/2016 | 12/31/2016 | \$1000            | Principal, Instructional Coach, All Teachers |
| <b>Total</b>           |  |                                 |            |            | \$1000            |  |

**Text Books**

| Activity Name              | Activity Description   | Activity Type                                  | Begin Date | End Date   | Resource Assigned | Staff Responsible                                      |
|----------------------------|--|--|------------|------------|-------------------|--|
| Core Reading Program Tools | Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, components of Harcourt Journeys, workshop model, and authentic/mentor texts. There will be a Family Reading Night in the Fall. SWP 1,2,3,9,10                                     | Direct Instruction, Academic Support Program   | 01/01/2016 | 12/31/2016 | \$5000            | Principal, Instructional Coach, All teachers           |
| DreamBox Math              | Students who are scoring at the novice level will complete DreamBox Math on the computer daily. They will practice basic computation and apply knowledge of the math standards on their individual levels. Students will increase their earnings and levels based on their content completion. SWP 1,2,4,9 | Technology, Academic Support Program           | 01/01/2016 | 12/31/2016 | \$5000            | Principal, Instructional Coach, All Classroom Teachers |
| Lexia Reading              | Students performing at the novice level will participate in daily lessons from the computer based program Lexia Reading. Students are assessed on their basic reading skills and are moved throughout different levels when they achieve mastery of a standard. SWP 1,2,9                                  | Technology, Tutoring, Academic Support Program | 01/01/2016 | 12/31/2016 | \$5000            | Principal, Instructional Coach, Classroom Teachers     |
| <b>Total</b>               |  |  |            |            | \$15000           |  |

# **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?**

Data sources used at Roby Elementary to help us ask and answer questions are; KPREP, MAP, Common Assessments, Attendance Data, Progress Monitoring of Academic and Behavior through RTI, DRA, Work Samples, and other formative assessment sources. In addition we wanted to understand the reasons and focus on solutions for findings to determine overall instructional needs for all students after the data analysis.

### **Academic Data:**

Based on accountability results from the KPREP, Roby was classified as a Proficient/Progressing School and was ranked in the 73%tile for the state. From analyzing our academic data on KPREP areas of strengths showed a proficiency increase in the content strands of Writing, Language Mechanics, and Social Studies. In the area of Reading we had a reduction in Novice (14.7-12.9) and an increase in Proficiency(40.3-42.3). Our GAP Group reduced in Novice (19.7-16.8) and increased in Combined Proficient/Distinguished (55.6-57.2). In the area of Math we had an increase in Proficiency (38.4-42.3) and Combined Proficient/Distinguished (57.3-58.2). In Writing we decreased Novice (18.2-7.8) and increased proficiency (34.8-51.6) as well as Combined Proficient/Distinguished (36.4-53.1). Our GAP GROUP in Writing decreased Novice (26.2-10.5) and Proficient/Distinguished (28.6-42.1). Areas for growth would be to increase proficient and distinguished students in Reading and Math, as well as focus on Novice Reduction in Math and Language Mechanics for all students and GAP Group. This data was analyzed during grade level PLC's and on a Staff Professional Development Day and Staff Meeting in October 2015. The SBDM council reviewed the data during a regular council meeting in October.

Grades K-2 use DRA to develop intentional reading groups and provide evidence of progress in reading fluency and comprehension. All grades use the MAP assessment to decide growth and needs of students in the areas of Reading and Math. These data points are shared in PLC's and help to create intervention groups as well as place students in RTI. RTI behavior and academic data is discussed and analyzed monthly during grade level PLC meetings.

### **Non-Academic Data:**

Attendance is an area of focus for this school year. School administration and attendance clerk are collaborating in efforts to reduce the number of students who are absent or tardy to school. Parents are becoming familiar with the expectations of attendance through the principal's weekly E-News as well as celebrations for high attendance during Roby Rally's. Roby is working to bridge the gap from home to school by communicating weekly and sending daily reminders or phone calls to students who are on the path to truancy. The TELL Survey indicates that teachers feel they do not have input on Professional Development which is an area of focus with a new instructional leader. Student discipline and communication were other areas of concern according to the TELL Survey and are being addressed by PBIS and consistency of administration. According to the Missing Piece Diagnostic, our relationships with parents are positive and we work to include them in school activities. We are working to build relationships with community partners and train parents to be leaders within the school.

### **Conclusion:**

Data analysis results have increased the sense of urgency to reduce Novice and increase Proficient and Distinguished in ALL students. Improvement in attendance will increase learning and student/parent accountability. Increasing our relationships with the community and growing parent leaders will add to student achievement and the overall success of Roby Elementary.



## **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?**

Based on accountability results from the KPREP, Roby was classified as a Proficient/Progressing School and was ranked in the 73%tile for the state. From analyzing our academic data on KPREP areas of strengths showed a proficiency increase in the content strands of Writing, Language Mechanics, and Social Studies. In the area of Reading we had a reduction in Novice (14.7-12.9) and an increase in Proficiency(40.3-42.3). Our GAP Group reduced in Novice (19.7-16.8) and increased in Combined Proficient/Distinguished (55.6-57.2). In the area of Math we had an increase in Proficiency (38.4-42.3) and Combined Proficient/Distinguished (57.3-58.2). In Writing we decreased Novice (18.2-7.8) and increased proficiency (34.8-51.6) as well as Combined Proficient/Distinguished (36.4-53.1). Our GAP GROUP in Writing decreased Novice (26.2-10.5) and Proficient/Distinguished (28.6-42.1).

To sustain our areas of strength, we are continuing to focus on intentional standards based instruction while using assessment data to determine the needs of our students. We are measuring progress and supporting students through the RTI process and following through with Novice Reduction plans. We are continuing with Reading clinics and beginning to implement math workshop to plan intentional lessons in guided groups for intervention and acceleration. We are beginning to implement the Leader in Me program to grow the whole child and create a more positive relationship with parents and community.

We have been able to celebrate our overall increase in scores from 65.3-68.0 and growing in percentile 61%tile-73%tile. We have also celebrated the growth scores in Writing, Language Mechanics, and Social Studies.

## **Opportunities for Improvement**

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

According to our data analysis, areas in need of improvement are: math and reading proficiency, male novice reduction, and growth scores.

In Reading, we will continue to give common assessments, DRA's, and MAP assessments. From these assessments we will analyze data and make plans for Novice Reduction and re-teaching. Teachers will be gaining knowledge of guided reading and the workshop model through PLC time and Professional Development Training. Teachers will plan and teach rigorous lessons that focus on the standards and the individual needs of the students. Student data notebooks will be created to monitor and track their progress and growth.

In Math, we will continue to give common assessments and use the MAP assessment for data to guide instruction. Teachers will be offered training on the Math Workshop Model through PLC's and Professional Development from teachers and administration. Teacher will use formative assessments to reteach math skills and create groups for intentional guided instruction. Student data notebooks will be created to monitor and track their progress and growth.

For the Novice Male students and growth groups, Novice reduction plans will be created and shared at PLC's and implemented with fidelity. Teachers will track their students in each level for Reading and Math based on MAP assessment using a schoolwide data wall. Teacher will create SMART goals and implement LEXIA reading and Dreambox math interventions on the computer for students with deficits.

## **Conclusion**

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

Reflecting on all academic and non-academic data, we will continue to be intentional and focus directly on students needs and areas of growth. However, there are many next steps for us in regards to instruction in content strands and non-academic areas. We will continue to plan rigorous instruction and build stamina in reading and math. We will continue to provide feedback and guide students to monitor their own learning through data notebooks. We will focus on student data and support teachers to put data in to action and make instructional decisions based on student growth and needs. A continued focus to provide high, quality professional learning for teachers at Roby to address their areas of need for professional growth as a school and individually is a next step to continue to help teachers improve student learning.

# **KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

TELL Survey

**Measurable Objective 1:**

collaborate to increase the amount of collaboration time that teachers have with their colleagues by 12/31/2016 as measured by survey results/data.

**Strategy1:**

Scheduled Collaboration Time - Teachers will be involved in scheduled collaboration time weekly and monthly to be able to plan rigorous instruction and be trained to implement district initiatives.

Category: Professional Learning & Support

Research Cited:

| Activity - Team Planning  | Activity Type                                   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|---|------------|------------|---------------------------|--|
| Teachers will be team planning weekly with the instructional coach to increase rigor and student growth by creating higher level thinking activities congruent to the KCAS standards. In addition grade level members will utilize each other to plan units of instruction in all content areas during planning times set forth by the master schedule as needed. SWP 1,2,3,4,5,8 | Professional Learning Recruitment and Retention | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Unit Planning/Professional Learning  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--|------------|------------|---------------------------|--|
| Teachers will be involved in collaborative planning on teacher planning days, faculty meetings, and PLC's to create units of study and work to create and monitor pacing guides for all subject areas. Teachers may also work on school improvement strategies, new learning, and district initiatives. SWP 1,2,3,4,5,9 | Recruitment and Retention Professional Learning Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores from 44% to 72% in 2017

# KDE Comprehensive School Improvement Plan

Roby Elementary School

## Measurable Objective 1:

collaborate to increase combined reading and math scores from 59.7% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2016 as measured by 2015 KPREP .

## Strategy1:

Data-driven instruction - MAP data, DRA scores, and teacher input will be analyzed to determine students' instructional needs.

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, and Johnson, 2007; Wohistetter, Datnow, and Park, 2008)

| Activity - Student Leadership Notebooks  | Activity Type                     | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                            |
|--|-----------------------------------|------------|------------|-------------------------------|--|
| Students in grades K-5 will utilize leadership notebooks to track their own academic and behavior progress. SWP 1,2,3,6a,8,9 | Academic Support Program<br>Other | 08/01/2016 | 12/31/2016 | \$1000 - School Council Funds | Principal, Instructional Coach, All Teachers |

| Activity - Common End of Unit Assessments  | Activity Type                                     | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|---|------------|------------|---------------------------|--|
| Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10 | Professional Learning<br>Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Students scoring at the 20th percentile and lower in math and reading and or by teacher recommendation will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Daily Formative Assessments   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--------------------------|------------|------------|---------------------------|--|
| Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. SWP 1, 2, 3, 4, 7, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

| Activity - Reading/Math Clinics   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created beginning in August. SWP 1, 2, 3, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

**Strategy2:**

Literacy/Math Initiatives - Best practice literacy and math instructional and assessment strategies will be utilized by classroom teachers.

Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in reading, writing, and math through Professional Learning Communities and Teacher Planning Days.

Category: Continuous Improvement

Research Cited:

| Activity - Common Cumulative Assessments   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--------------------------|------------|------------|---------------------------|--|
| Highly qualified Teachers will create quarterly common cumulative assessments in reading and math. Assessments will be analyzed in PLCs to determine names of students that have mastered the standards and those that need remediation. Teachers will track individual student performance by standard using checklists. Teachers will share end of year data with the next year's teacher to assist in transitioning students. This data will be shared with parents SWP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Academic Support Program | 01/05/2015 | 12/31/2015 | \$0 - No Funding Required | All teachers, Principal, Instructional Coach |

| Activity - Thinking Strategies/Workshop Model  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible              |
|--|--|------------|------------|---------------------------|--------------------------------|
| Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom for Math and Reading. SWP 1, 2, 3, 4, 9 | Academic Support Program Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach |

| Activity - Math Numeracy Instruction  | Activity Type  | Begin Date | End Date   | Funding Amount & Source    | Staff Responsible                            |
|---|--|------------|------------|----------------------------|--|
| Teachers will implement strategies from math professional development in the area of math numeracy. The focus will be on helping students to gain developmental conceptual skills in the area of numeracy. Reg. Ed., Special Ed., and Intervention teachers will participate and implement the new strategies. Particular emphasis will be supporting student transition from early childhood to elementary level and the developmental needs of students in math instruction. Teachers will implement numeracy activities at all grade levels. This will support teacher professional growth as well as attract and retain highly qualified teachers. Parents will be taught to use the instructional strategies at "Family Math Nights." 1, 2, 4, 5, 6, 7, 8, 9, 10 | Other Professional Learning Academic Support Program | 01/01/2016 | 12/31/2016 | \$500 - Title I Schoolwide | Principal, Instructional Coach, All Teachers |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

| Activity - Core Math Program Tools   | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|---|------------|------------|---------------------------|--|
| Highly qualified teachers will utilize various math resources to plan and implement rigorous math instruction aligned with the Common Core. Go Math and Eureka Math will be tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10 | Academic Support Program Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Core Reading Program Tools  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                            |
|--|---|------------|------------|-------------------------|--|
| Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, components of Harcourt Journeys, workshop model, and authentic/mentor texts. There will be a Family Reading Night in the Fall. SWP 1,2,3,9,10 | Direct Instruction Academic Support Program | 01/01/2016 | 12/31/2016 | \$5000 - Text Books     | Principal, Instructional Coach, All teachers |

### Strategy3:

Effective Teacher Feedback - highly qualified teachers will give quality feedback to students that is specific and helps to promote growth.

Category: Continuous Improvement

Research Cited: Feedback to students is a formative assessment practice about present understanding and skill development in order to determine the way forward. (Ramaprasad, 1983) (Harlen & James, 1997, p. 369). Provision of descriptive feedback, with guidance on how to improve, during the learning is one of the most effective practices that yields the largest achievement gains. (Black and William, 1998a, 1998b).

| Activity - Live Scoring  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|---|------------|------------|---------------------------|---|
| Live scoring sessions for all assessed areas will be implemented in grades 3, 4, and 5 in the months of Feb., March, and April. Students will receive immediate feedback and teachers will analyze student performance from the Live Scoring Sessions in PLC groups. SWP 1, 2, 4, 8, 9, 10 | Direct Instruction Academic Support Program | 02/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All teachers in grades 3, 4, and 5 (including special education and intervention staff) |

| Activity - Constructed Response Feedback  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Highly qualified teachers will provide written feedback to students on constructed response questions and students will revise their responses utilizing the teacher feedback. SWP 1, 2, 4, 6, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - On-demand Writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--------------------------|------------|------------|---------------------------|--|
| Students in grades 2-5 will practice on-demand writing once per month. Teachers will facilitate scoring and will give students quality feedback on their performance. PLC teams will analyze students' performance on the task. Teachers in grades K-1 will implement a shared on-demand writing experience. SWP 1, 2, 4, 6, 8, 9, 10. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

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

**Goal 1:**

Kindergarten Readiness

**Measurable Objective 1:**

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2016 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

**Strategy1:**

Collaboration - Preschool and Kindergarten teachers will collaborate to create a transition plan for each student to have them fully prepared for the next school year.

Category: Continuous Improvement

Research Cited:

| Activity - Brigance Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| Kindergarten teachers will assess all Kindergarten students using the Brigance Assessment. Kindergarten teachers will collaborate with the Preschool teacher in order to increase student readiness and achievement. SWP 1,2,7 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Preschool Teacher, Instructional Coach |

| Activity - Classroom Visits  | Activity Type                                       | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|---|------------|------------|---------------------------|--|
| Preschool teacher will take 4 year old students to each of the Kindergarten classes towards the end of the year. Students will see how the classes work and get acquainted to the teacher. SWP 1,2,7 | Academic Support Program Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten Teachers |

| Activity - Conferencing  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|--|------------|------------|---------------------------|--|
| Preschool teacher and Kindergarten teachers will conference with each other to "get to know" incoming students. Teachers will collaborate to place students in classes for the upcoming year. SWP 1,6a,7,8 | Academic Support Program Behavioral Support Program Parent Involvement Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten Teachers |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

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

**Goal 1:**

Kindergarten Readiness

**Measurable Objective 1:**

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2016 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

**Strategy1:**

Collaboration - Preschool and Kindergarten teachers will collaborate to create a transition plan for each student to have them fully prepared for the next school year.

Category: Continuous Improvement

Research Cited:

| Activity - Brigance Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| Kindergarten teachers will assess all Kindergarten students using the Brigance Assessment. Kindergarten teachers will collaborate with the Preschool teacher in order to increase student readiness and achievement. SWP 1,2,7 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Preschool Teacher, Instructional Coach |

| Activity - Classroom Visits  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|--|------------|------------|---------------------------|--|
| Preschool teacher will take 4 year old students to each of the Kindergarten classes towards the end of the year. Students will see how the classes work and get acquainted to the teacher. SWP 1,2,7 | Behavioral Support Program<br>Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten Teachers |

| Activity - Conferencing  | Activity Type   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|---|------------|------------|---------------------------|--|
| Preschool teacher and Kindergarten teachers will conference with each other to "get to know" incoming students. Teachers will collaborate to place students in classes for the upcoming year. SWP 1,6a,7,8 | Behavioral Support Program<br>Academic Support Program<br>Professional Learning<br>Parent Involvement | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten 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 averaged combined reading and math K-Prep scores from 44% to 72% in 2017

**Measurable Objective 1:**

collaborate to increase combined reading and math scores from 59.7% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2016 as measured by 2015 KPREP .

**Strategy1:**

Effective Teacher Feedback - highly qualified teachers will give quality feedback to students that is specific and helps to promote growth.

Category: Continuous Improvement

Research Cited: Feedback to students is a formative assessment practice about present understanding and skill development in order to determine the way forward. (Ramaprasad, 1983) (Harlen & James, 1997, p. 369). Provision of descriptive feedback, with guidance on how to improve, during the learning is one of the most effective practices that yields the largest achievement gains. (Black and William, 1998a, 1998b).

| Activity - On-demand Writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--------------------------|------------|------------|---------------------------|--|
| Students in grades 2-5 will practice on-demand writing once per month. Teachers will facilitate scoring and will give students quality feedback on their performance. PLC teams will analyze students' performance on the task. Teachers in grades K-1 will implement a shared on-demand writing experience. SWP 1, 2, 4, 6, 8, 9, 10. | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

**Strategy2:**

Literacy/Math Initiatives - Best practice literacy and math instructional and assessment strategies will be utilized by classroom teachers.

Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in reading, writing, and math through Professional Learning Communities and Teacher Planning Days.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Roby Elementary School

| Activity - Math Numeracy Instruction  | Activity Type  | Begin Date | End Date   | Funding Amount & Source    | Staff Responsible                            |
|---|--|------------|------------|----------------------------|--|
| Teachers will implement strategies from math professional development in the area of math numeracy. The focus will be on helping students to gain developmental conceptual skills in the area of numeracy. Reg. Ed., Special Ed., and Intervention teachers will participate and implement the new strategies. Particular emphasis will be supporting student transition from early childhood to elementary level and the developmental needs of students in math instruction. Teachers will implement numeracy activities at all grade levels. This will support teacher professional growth as well as attract and retain highly qualified teachers. Parents will be taught to use the instructional strategies at "Family Math Nights." 1, 2, 4, 5, 6, 7, 8, 9, 10 | Professional Learning<br>Academic Support Program<br>Other | 01/01/2016 | 12/31/2016 | \$500 - Title I Schoolwide | Principal, Instructional Coach, All Teachers |

| Activity - Core Math Program Tools   | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--|------------|------------|---------------------------|--|
| Highly qualified teachers will utilize various math resources to plan and implement rigorous math instruction aligned with the Common Core. Go Math and Eureka Math will be tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10 | Direct Instruction<br>Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Core Reading Program Tools  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                            |
|--|--|------------|------------|-------------------------|--|
| Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, components of Harcourt Journeys, workshop model, and authentic/mentor texts. There will be a Family Reading Night in the Fall. SWP 1,2,3,9,10 | Academic Support Program<br>Direct Instruction | 01/01/2016 | 12/31/2016 | \$5000 - Text Books     | Principal, Instructional Coach, All teachers |

| Activity - Thinking Strategies/Workshop Model  | Activity Type                                     | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible              |
|--|---|------------|------------|---------------------------|--------------------------------|
| Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom for Math and Reading. SWP 1, 2, 3, 4, 9 | Professional Learning<br>Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach |

### Strategy3:

Data-driven instruction - MAP data, DRA scores, and teacher input will be analyzed to determine students' instructional needs.

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, and Johnson, 2007; Wohistetter, Datnow, and Park, 2008)

# KDE Comprehensive School Improvement Plan

Roby Elementary School

| Activity - Common End of Unit Assessments  | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--|------------|------------|---------------------------|--|
| Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10 | Academic Support Program Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Daily Formative Assessments   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|--|--------------------------|------------|------------|---------------------------|--|
| Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. SWP 1, 2, 3, 4, 7, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Reading/Math Clinics   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created beginning in August. SWP 1, 2, 3, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

| Activity - Student Leadership Notebooks  | Activity Type                  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                            |
|--|--------------------------------|------------|------------|-------------------------------|--|
| Students in grades K-5 will utilize leadership notebooks to track their own academic and behavior progress. SWP 1,2,3,6a,8,9 | Academic Support Program Other | 08/01/2016 | 12/31/2016 | \$1000 - School Council Funds | Principal, Instructional Coach, All Teachers |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Students scoring at the 20th percentile and lower in math and reading and or by teacher recommendation will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Teachers |

## Goal 2:

Reduce the number of students scoring novice in reading and math.

### Measurable Objective 1:

increase student growth by reducing novice by 10% in math by 11/01/2016 as measured by KPREP.

### Strategy1:

Differentiated Math Instruction - A variety of tools and strategies will be used to teach students math skills they are lacking using small group

# KDE Comprehensive School Improvement Plan

Roby Elementary School

instruction focused on basic computations and real world problems.

Category: Learning Systems

Research Cited:

| Activity - Math Clinic  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                      |
|---|---|------------|------------|---------------------------|--|
| Students scoring in the novice category will be targeted with small group instruction to practice math computation skills. Intentional lessons will target specific standards and math strands and will be planned during Teacher Planning Days and Faculty Meetings. SWP 1,2,3,8,9 | Direct Instruction Academic Support Program | 08/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

| Activity - Math Response To Intervention  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                      |
|---|---|------------|------------|---------------------------|--|
| Many tools and sets of data will be used in monthly PLC's to decide students who need to be in the RTI process for math. Students performing in the novice category will receive direct intentional small group instruction as well as complete DreamBox Math on the computer. SWP 1,2,3,6a,8,9 | Direct Instruction Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, All Classroom Teachers |

| Activity - DreamBox Math   | Activity Type                       | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                      |
|--|-------------------------------------|------------|------------|-------------------------|--|
| Students who are scoring at the novice level will complete DreamBox Math on the computer daily. They will practice basic computation and apply knowledge of the math standards on their individual levels. Students will increase their earnings and levels based on their content completion. SWP 1,2,4,9 | Technology Academic Support Program | 01/01/2016 | 12/31/2016 | \$5000 - Text Books     | Principal, Instructional Coach, All Classroom Teachers |

## Measurable Objective 2:

increase student growth by reducing novice by 10% in reading by 11/01/2016 as measured by KPREP.

## Strategy1:

Differentiated Instruction - A variety of resources and tools will be used to provide differentiated instruction in small group reading to support students in their skills deficits.

Category: Learning Systems

Research Cited:

| Activity - Reading Response To Intervention  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|---|------------|------------|---------------------------|---|
| Students scoring at the novice level in reading will be identified during PLC's and provided research based interventions in reading fluency and comprehension. The interventions will be provided using a variety of tools and resources. SWP 1,2,3,5,9 | Academic Support Program Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

| Activity - Lexia Reading  | Activity Type                                | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                  |
|---|--|------------|------------|-------------------------|--|
| Students performing at the novice level will participate in daily lessons from the computer based program Lexia Reading. Students are assessed on their basic reading skills and are moved throughout different levels when they achieve mastery of a standard. SWP 1,2,9 | Academic Support Program Technology Tutoring | 01/01/2016 | 12/31/2016 | \$5000 - Text Books     | Principal, Instructional Coach, Classroom Teachers |

| Activity - Reading Clinic   | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|---|------------|------------|---------------------------|--|
| Students scoring at the novice level will receive small group guided instruction based on MAP learning continuum and other sources congruent with student needs. Teachers will plan intentional lessons during Teacher Planning Days and Staff Meetings to meet the needs of individual students based on data. SWP 1,2,3,5,8,9 | Academic Support Program Direct Instruction | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | All teachers, Principal, Instructional Coach |

**Goal 3:**

Kindergarten Readiness

**Measurable Objective 1:**

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2016 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

**Strategy1:**

Collaboration - Preschool and Kindergarten teachers will collaborate to create a transition plan for each student to have them fully prepared for the next school year.

Category: Continuous Improvement

Research Cited:

| Activity - Brigance Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| Kindergarten teachers will assess all Kindergarten students using the Brigance Assessment. Kindergarten teachers will collaborate with the Preschool teacher in order to increase student readiness and achievement. SWP 1,2,7 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Kindergarten Teachers, Preschool Teacher, Instructional Coach |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

| Activity - Classroom Visits  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|--|------------|------------|---------------------------|--|
| Preschool teacher will take 4 year old students to each of the Kindergarten classes towards the end of the year. Students will see how the classes work and get acquainted to the teacher. SWP 1,2,7 | Academic Support Program<br>Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten Teachers |

| Activity - Conferencing  | Activity Type   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|--|---|------------|------------|---------------------------|--|
| Preschool teacher and Kindergarten teachers will conference with each other to "get to know" incoming students. Teachers will collaborate to place students in classes for the upcoming year. SWP 1,6a,7,8 | Parent Involvement<br>Academic Support Program<br>Behavioral Support Program<br>Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Preschool Teacher, Kindergarten 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 48.8% to 54.4% by 06/01/2016 as measured by K-Prep..

### Strategy1:

Data Driven Instruction - Students in the non-duplicated gap group will receive appropriate leveled instruction.

Category: Continuous Improvement

Research Cited: Research has shown that using data in instructional decisions can lead to improved student performance. (Wayman, 2005; Wayman, Cho, and Johnson, 2007; Wohistetter, Datnow, and Park, 2008)

| Activity - Co-Teaching/Specially Designed Instruction  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| Students in the non-duplicated gap group will receive differentiated instruction at their appropriate level during co-teaching/ specially designed instruction in the regular or special education classroom. Parents will be informed of their child's participation in the programs. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, Regular, and Special Education teachers |

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## Strategy2:

Progress Monitoring - The formative assessment strategies utilized for all students daily, on unit tests, and cumulatively will also track the progress of students in the non-duplicated gap group.

Category: Learning Systems

Research Cited:

| Activity - Data Analysis   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------------|------------|------------|---------------------------|--|
| The progress monitoring data from formative assessments including daily, common unit tests, and common cumulative assessments will be utilized to track performance of students in the non-duplicated gap group. PLCs will analyze the data to drive instructional decisions. Parents will be informed of the students' performance. SWP 1, 2, 4, 6, 7, 8, 9, 10 | Academic Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, Regular and special education teachers |

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

N/A (this question does not apply)

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

## Goal 1:

College and Career Readiness

### Measurable Objective 1:

achieve college and career readiness by preparing students to be Middle School Ready by 12/31/2016 as measured by academic and non academic measures.

## Strategy1:

Middle School Ready - Middle School ready will be promoted throughout the school and goals will be set using the MAP scores for Reading and Math.

Category: Persistence to Graduation

Research Cited:

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| Activity - Roby Rally's  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible    |
|--|--|------------|------------|---------------------------|----------------------|
| Roby Rally's will be held monthly to recognize students who are Middle School Ready and who have reached attendance goals and leadership tasks. Staff members will share what habits they had to exhibit to be College and Career Ready and where they went to college. SWP 1,2,5,9,10 | Academic Support Program<br>Career Preparation/<br>Orientation<br>Behavioral Support Program | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Counselor, Principal |

| Activity - Leader In Me  | Activity Type   | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible               |
|--|---|------------|------------|-------------------------------|---------------------------------|
| Staff will implement and engage in the Leader In Me initiative school wide. Staff will attend yearly professional development and teach the Seven Habits to all students. Parents and community members will be invited to participate in the program. The school will hold a leadership day and parent night in the spring. SWP 1,2,3,4,5,6,6b,8,9,10 | Professional Learning<br>Community Engagement<br>Parent Involvement<br>Behavioral Support Program<br>Academic Support Program | 08/01/2015 | 12/31/2016 | \$6000 - School Council Funds | Counselor, Principal, All Staff |

| Activity - Middle School Transition Plan  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                        |
|---|--|------------|------------|---------------------------|--|
| Principal will send weekly E-News with information regarding Bullitt Lick Middle School. Bullitt Lick Middle School will be invited to come and talk with students and parents regarding a transition to middle school and what they need to be ready. SWP 1,2,3,5,6,8,9,10 | Parent Involvement<br>Academic Support Program<br>Community Engagement | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Counselor, 5th Grade Teachers |

| Activity - Career Days  | Activity Type  | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--|------------|------------|---------------------------|-------------------|
| Counselor will plan 3 career days throughout the school year, inviting various occupations throughout the community and parents. Students in grades K-5 will have the opportunity to listen to the professional speak and ask/answer questions regarding CCR. SWP 1,2,5,9 | Career Preparation/<br>Orientation<br>Community Engagement<br>Parent Involvement | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Counselor         |

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

## Goal 1:

Program Review

## Measurable Objective 1:

SY 2015-2016

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collaborate to increase our proficiency by 05/31/2016 as measured by program review rubric.

## Strategy1:

Collaboration Initiative - Program Review PLC's will collaborate on Teacher Planning Days, PLC's, and Faculty Meetings to gather evidence for program review characteristics.

Category: Continuous Improvement

Research Cited:

| Activity - Program Review Committees   | Activity Type   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                       |
|--|---|------------|------------|---------------------------|---|
| Program Review Chairs and Committees will meet on teacher planning days to deepen understanding of program review characteristics, rubric levels, and indicators. PLC's will discuss evidence collection process and identify strengths and weaknesses of current program review. SWP 1,2,3,8,10 | Academic Support Program Policy and Process Professional Learning | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Principal, Instructional Coach, Counselor, All Teachers |

| Activity - Program Review Chair Collaboration Time  | Activity Type   | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|---|---|------------|------------|---------------------------|---|
| Special Area Teachers have time allotted in the Master Schedule weekly to collaborate with classroom teachers to gather program review evidence, capture activities, cross reference, and create reasoning and scores. SWP 1,2,3,10 | Recruitment and Retention Academic Support Program Professional Learning Policy and Process | 01/01/2016 | 12/31/2016 | \$0 - No Funding Required | Special Area Teachers, All Teachers, Instructional Coach, Principal |

## **KDE Assurances - School**

## **Introduction**

KDE Assurances - School

### Assurances

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

| Label                  | Assurance  | Response | Comment | Attachment |
|------------------------|--|----------|---------|------------|
| Core Academic Programs | The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students. | Yes      |         |            |

| 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. | 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      |         |            |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

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

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

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

| 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      |         |            |

| Label                          | Assurance  | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students. | Yes      |         |            |

| Label                    | Assurance   | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes      |         |            |

| Label                          | Assurance   | Response | Comment | Attachment |
|--------------------------------|---|----------|---------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | Yes      |         |            |

| Label                          | Assurance  | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both. | Yes      |         |            |

# KDE Comprehensive School Improvement Plan

Roby Elementary School

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

| Label                          | Assurance  | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | Yes      |         |            |

| Label            | Assurance   | Response | Comment | Attachment |
|------------------|---|----------|---------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | Yes      |         |            |

| Label                 | Assurance  | Response | Comment | Attachment |
|-----------------------|--|----------|---------|------------|
| Federal Program Funds | The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities. | Yes      |         |            |

| Label                | Assurance   | Response | Comment | Attachment |
|----------------------|---|----------|---------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. | Yes      |         |            |

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

| Label                    | Assurance   | Response | Comment | Attachment |
|--------------------------|---|----------|---------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | Yes      |         |            |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

| <b>Label</b>                   | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------------------------|--|-----------------|----------------|-------------------|
| Comprehensive Improvement Plan | The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed. | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below). | Yes             | <a href="http://www.bullittschools.org/21/Home">http://www.bullittschools.org/21/Home</a> |                   |

| <b>Label</b>    | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|-----------------|---|-----------------|----------------|-------------------|
| 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             |                |                   |

| <b>Label</b>             | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------------------|--|-----------------|----------------|-------------------|
| 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             |                |                   |

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

| <b>Label</b>   | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|----------------|--|-----------------|----------------|-------------------|
| 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             |                |                   |

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

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

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

| <b>Label</b>                           | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--|--|-----------------|----------------|-------------------|
| Para-educator Non-Instructional Duties | The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only. | Yes             |                |                   |

| <b>Label</b>          | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|-----------------------|---|-----------------|----------------|-------------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | Yes             |                |                   |

| <b>Label</b>          | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|-----------------------|--|-----------------|----------------|-------------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | Yes             |                |                   |

# **The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

The stakeholders that were engaged in completing The Missing Piece diagnostic were Counselor, Roby SBDM, FRC Coordinator, Instructional Coach, and Principal.

## Relationship Building

Overall Rating: 3.14

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

|     | Statement or Question   | Response  | Rating        |
|-----|---|---|---------------|
| 2.2 | School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods). | 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     |
|-----|---|---|------------|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Proficient |

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

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 2.5 | School staff involves parents in personal communication about their students' progress at least once a month. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 2.6 | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Proficient |

|     | Statement or Question  | Response  | Rating     |
|-----|--|---|------------|
| 2.7 | All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts. | All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts. | Proficient |

## Communications

Overall Rating: 2.43

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 3.1 | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books). | 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     |
|-----|--|--|------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient |

|     | Statement or Question  | Response  | Rating     |
|-----|--|---|------------|
| 3.3 | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff sometime provides community organizations with information about academic expectations for parents who use their services. | Apprentice |

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 3.4 | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Student achievement data or achievement results are communicated informally to parents by school staff. | Apprentice |

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 3.5 | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | 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     |
|-----|--|---|------------|
| 3.6 | 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 |

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|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>3.7</b> | 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

Overall Rating: 2.0

|     | Statement or Question  | Response   | Rating |
|-----|--|--|--------|
| 4.1 | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees. | Novice |

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

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

|     | Statement or Question  | Response  | Rating     |
|-----|--|---|------------|
| 4.4 | The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work. | School council 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     |
|-----|---|---|------------|
| 4.5 | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. | Proficient |

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

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|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>4.7</b> | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents. | Novice        |

**Advocacy**

Overall Rating: 2.0

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

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 5.2 | Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs. | Some parents are involved in informal conversation with school staff to address their child's individual learning needs. | Apprentice    |

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

|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Teachers handle parent complaints but outcomes are not tracked or reported. | Novice        |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed. | Proficient    |

|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 5.6 | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs. | 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

Overall Rating: 2.17

|     | Statement or Question   | Response   | Rating     |
|-----|---|--|------------|
| 6.1 | Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. | 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     |
|-----|--|--|------------|
| 6.2 | School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school. | School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school. | Proficient |

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 6.3 | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff exhibits some student work with scoring guide and proficient level work. | Apprentice |

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

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff relies on the parent organizations to provide learning opportunities for parent leadership. | Apprentice |

## Community Partnerships

Overall Rating: 2.5

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership periodically meets with some business leaders to discuss information on student achievement. | Apprentice |

|     | Statement or Question   | Response  | Rating |
|-----|---|---|--------|
| 7.2 | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | After school programs are offered to some students. | Novice |

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

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

|     | Statement or Question   | Response   | Rating        |
|-----|---|--|---------------|
| 7.5 | Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up). | School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning. | Distinguished |

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

## Reflection

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

Strengths:

Relationships and communication with parents.

Family support services.

Communication regarding special services.

Active roles in SBDM.

Encouraging parents to support their child's learning.

Areas For Growth:

Communication with outside agencies.

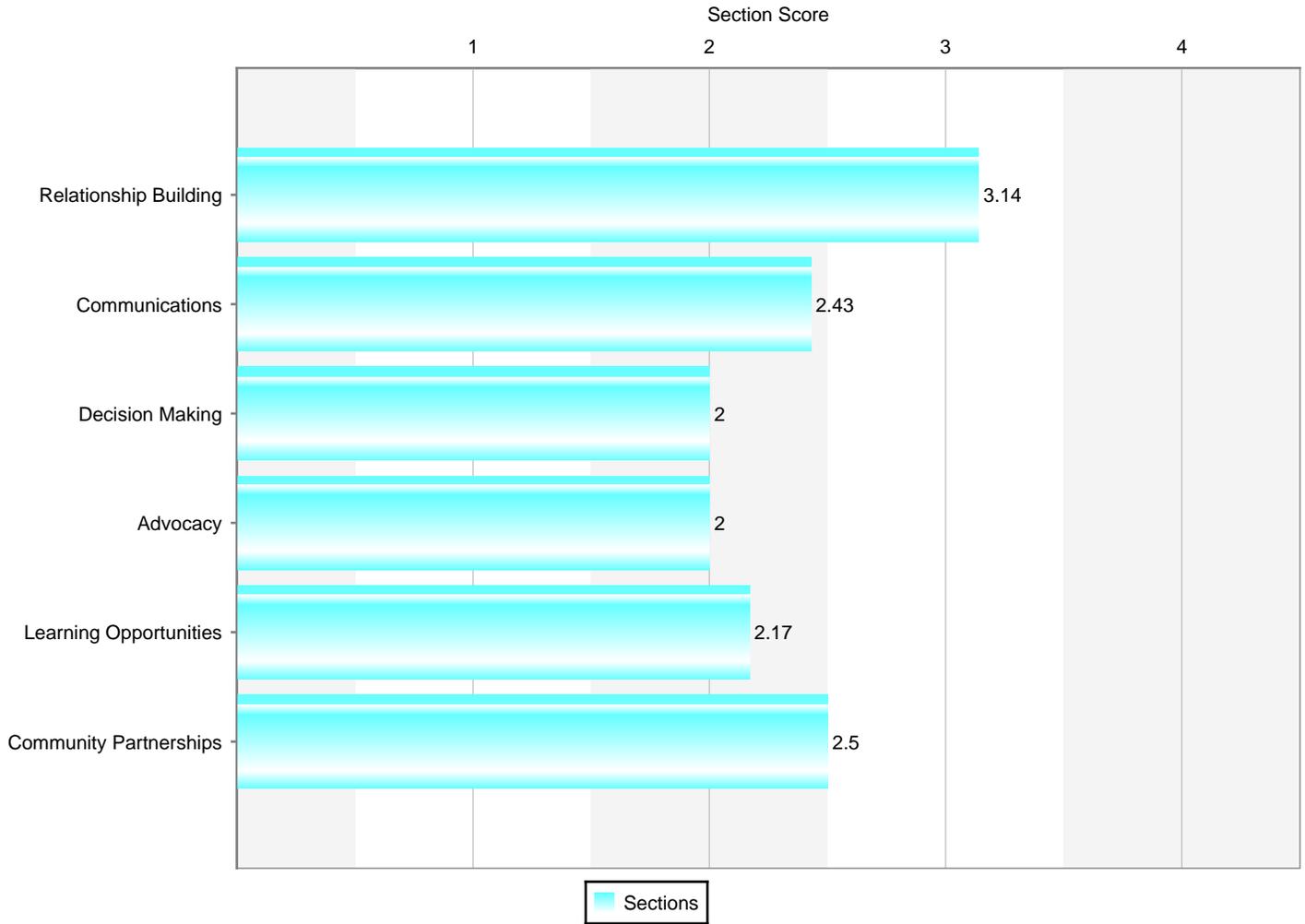
Advocacy

Training for parents as leaders.

Students to take an active role in their learning.

## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## Improvement Planning Process

### Improvement Planning Process

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

The Efficiency Committee was charged with creating the School Improvement Plan. The committee included a cross section of grade levels (K-5) and staff among different areas of the school. After the plan was drafted, it was discussed in PLCs to gather input from staff and meet the teachers needs. The SBDM Council will review and approve the CSIP after any revisions that they make. The council includes school parent members, administration, and teachers.

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

Stakeholders that were represented on the Efficiency Committee were teachers from all grade levels as well as special area teachers. The Family Resource Center Coordinator, Counselor, and Instructional Coach also reviewed the CSIP and participated in the completion of "The Missing Piece." At a staff meeting teachers will review the plan and give feedback on each section. The feedback will provide input and the revised draft will be shared with all stakeholders. The SBDM Council will approve the CSIP. SBDM includes 3 teachers, 2 parents, and the principal.

**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 CSIP will be shared at Faculty Meetings and electronically. The plan will be posted on the Roby website for all stakeholders to view. The Efficiency Committee will complete Implementation and Impact checks. We will be using the CSIP as a guide throughout the entire school year.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

**School Safety Requirements**

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 1.    | Does each school have a written Emergency Management Plan (EMP)? | Yes      |         |            |

| Label | Assurance   | Response | Comment  | Attachment |
|-------|---|----------|----------|------------|
| 2.    | Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? | Yes      | 11-21-13 |            |

| Label | Assurance                           | Response | Comment | Attachment |
|-------|-------------------------------------|----------|---------|------------|
| 3.    | Did the SBDM Council adopt the EMP? | Yes      | 8-20-15 |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 4.    | Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan? | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 5.    | Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)? | Yes      | 8-20-15 |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 6.    | Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year? | Yes      | 8-11-15 |            |

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| 7.    | Were local law enforcement and/or fire officials invited to review the EMP? | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| 8.    | Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated? | Yes      |         |            |

**KDE Comprehensive School Improvement Plan**

Roby Elementary School

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 9.           | Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room? | Yes             | 5-2015         |                   |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 10.          | Have practices been developed for students to follow during an earthquake? | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 11.          | Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)? | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>         | <b>Attachment</b> |
|--------------|---|-----------------|------------------------|-------------------|
| 12.          | Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) | Yes             | 8-21-15,8-24-15,9-3-15 |                   |

| <b>Label</b> | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--|-----------------|----------------|-------------------|
| 13.          | Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1? | Yes             |                |                   |

# **Equitable Access Diagnostic**

## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

## Needs Assessment

| Label | Assurance   | Response | Comment   | Attachment |
|-------|---|----------|---|------------|
| 1.1   | Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school? | Yes      | After reviewing data, barriers to achieve equitable access to effective educators within the school are different levels of experience, teacher turn over, and teachers knowledge of district and school initiatives. |            |

**What are the barriers identified?**

Barriers consist of experience levels that are different among the entire staff, teacher turn over from year to year, and teacher learning.

**What sources of data were used to determine the barriers?**

Teacher specific student assessments and growth (MAP/KPREP, DRA, Common Assessments). TPGES and professional/student growth. Anecdotal records regarding PLC work and hiring process.

**What are the root causes of those identified barriers?**

The root causes of the barriers are college preparation programs, competition between school districts, teaching schema, amount of professional development and time, effective feedback from colleagues.

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

TPGES data shows that most teachers are Developing or Accomplished. Very few teachers are Exemplary or Ineffective. Most teachers have good rapport and classroom environments, but need to grow in rigor and questioning. Teacher are implementing effective lessons, but not always using assessment to guide their instruction and meet the needs of all students.

## **Equitable Access Strategies**

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

SBDM has a Student Placement Policy and Transfer Policy for all students. Students are placed according to academic levels, behavior needs, and number of boys and girls. Principal uses data to determine what grade suits teachers most appropriately and effectively. During PLC's teachers, principal, counselor, and instructional coach all meet to discuss best placement.

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Students are placed according to academic levels, behavior needs, and number of boys and girls. Principal uses data to determine what grade suits teachers most appropriately and effectively. During PLC's teachers, principal, counselor, and instructional coach all meet to discuss best placement. Data sources: behavior referrals, RTI academic/behavior, DRA, MAP, KPREP, teacher input, special education progress monitoring, co-teaching).

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

Data is analyzed and based upon teacher performance as well as student growth, changes could be made to teacher assignment within the school. Based upon student level performance the administration decides the needs of the school and makes HR decisions based on what is best for students. If a grade level is not performing well and the teacher has been offered support, then they would be moved to a different grade level.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

Teachers are always recruited through the recruitment fair within the district and word of mouth from community and colleagues. During the interview process teachers are asked about their experiences with diverse populations and that impacts placement as well as considerations. PD is offered to teachers to support their effectiveness in dealing with diverse students/special populations.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

The district provides sick, personal, and emergency days. Roby retains teachers by offering leadership opportunities and small incentives

throughout the year. Teachers are recognized with shout-outs and supported by the principal and other colleagues. Teachers are offered support through weekly PLC's and team planning with teachers.

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Teachers receive an individual meeting with the principal and instructional coach prior to day 1. The handbook and evaluation plan is reviewed and shared and the teachers are assigned a mentor within their team, as well as support from the instructional coach. Teachers plan as a PLC and have support from the principal and Instructional Coach. Assessments are analyzed and shared within PLC's to guide teacher work and support growth and teacher improvement.

**Professional Learning: Utilizing PAGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Professional learning needs of teachers scoring below accomplished are addressed by providing professional development in faculty meetings, teacher planning days, and PLC's. Walk throughs are used to monitor growth and improvement in areas of need. Effective feedback is given and support for specific areas by principal and instructional coach.

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL survey results are analyzed and goals were set within the Principal growth plan and addressed within the CSIP. Reflection is used when looking at the data and goals are set to improve the overall school climate and environment, while supporting teachers and students. Focusing on professional development and collaboration time are 2 areas of focus for the coming year.

## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

1. Increase the average combined reading and math K-PREP scores.
2. Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group.
3. College and Career Readiness
4. Reduce the number of students scoring novice in reading and math.
5. Kindergarten Readiness.
6. Program Review.
7. TELL Survey.

Literacy/Math Initiatives

Data Driven Instruction

Effective Feedback

Middle School Ready

Increase Student Growth

Teacher Collaboration Time