



Comprehensive School Improvement Plan

Roby Elementary School
Bullitt County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		Roby 2016/2017

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

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.

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

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/peers.

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

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores from 54.5% to 74.7% in 2019

Measurable Objective 1:

collaborate to increase combined reading and math scores from 58.5% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2017 as measured by 2016 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 4-5 will practice on-demand writing once per month. Students in grades 2 and 3 will practice on-demand quarterly. 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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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 2, 3, 4, and 5 in the months of January, Feb., March, and April. A KPREP like assessment (Live Scoring) will be given to students in grades 3,4,5 in the months of January 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	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$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	01/01/2017	12/31/2017	\$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 48.7% in 2014 to 71.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 60.1% by 06/01/2017 as measured by K-Prep..

Strategy1:

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular and special education teachers

Goal 3:

Kindergarten Readiness

Measurable Objective 1:

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collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2017 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 - 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 Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teacher, Instructional Coach

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 Academic Support Program Professional Learning Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

Goal 4:

Reduce the number of students scoring novice in reading and math by 50% in the year 2020.

Measurable Objective 1:

increase student growth by reducing novice by 8% in reading from 18.3% to 10.3%. by 11/01/2017 as measured by KPREP.

Strategy1:

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

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intervention.

Category: Continuous Improvement

Research Cited:

Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Strategy2:

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 - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 and grade 3-5 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 Tutoring Technology	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, Classroom Teachers

Activity - Reading Academy	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	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

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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	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers

Measurable Objective 2:

increase student growth by reducing novice by 3.5% in math from 12.2% to 8.7% by 11/01/2017 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 instruction focused on basic computations and real world problems.

Category: Learning Systems

Research Cited:

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	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Activity - Math Academy	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	01/01/2017	12/31/2017	\$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 and in RTI 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	Academic Support Program Technology	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, All Classroom Teachers

Strategy2:

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

Research Cited:

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Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Goal 5:

Program Review

Measurable Objective 1:

collaborate to increase our proficiency by 05/31/2017 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 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	Professional Learning Policy and Process Recruitment and Retention Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Area Teachers, All Teachers, Instructional Coach, Principal

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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/Staff Meetings 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	Policy and Process Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Counselor, All Teachers

Goal 6:

TELL Survey

Measurable Objective 1:

collaborate to increase the amount of collaboration time that teachers have with their colleagues by 12/31/2017 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 and intentional teaching.

Category: Professional Learning & Support

Research Cited:

Activity - Unit Planning/Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved in collaborative planning on team planning days, 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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	Recruitment and Retention Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

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

Decision Making

Overall Rating: 2.14

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

	Statement or Question	Response	Rating
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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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	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: 2.17

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

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

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

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

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

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

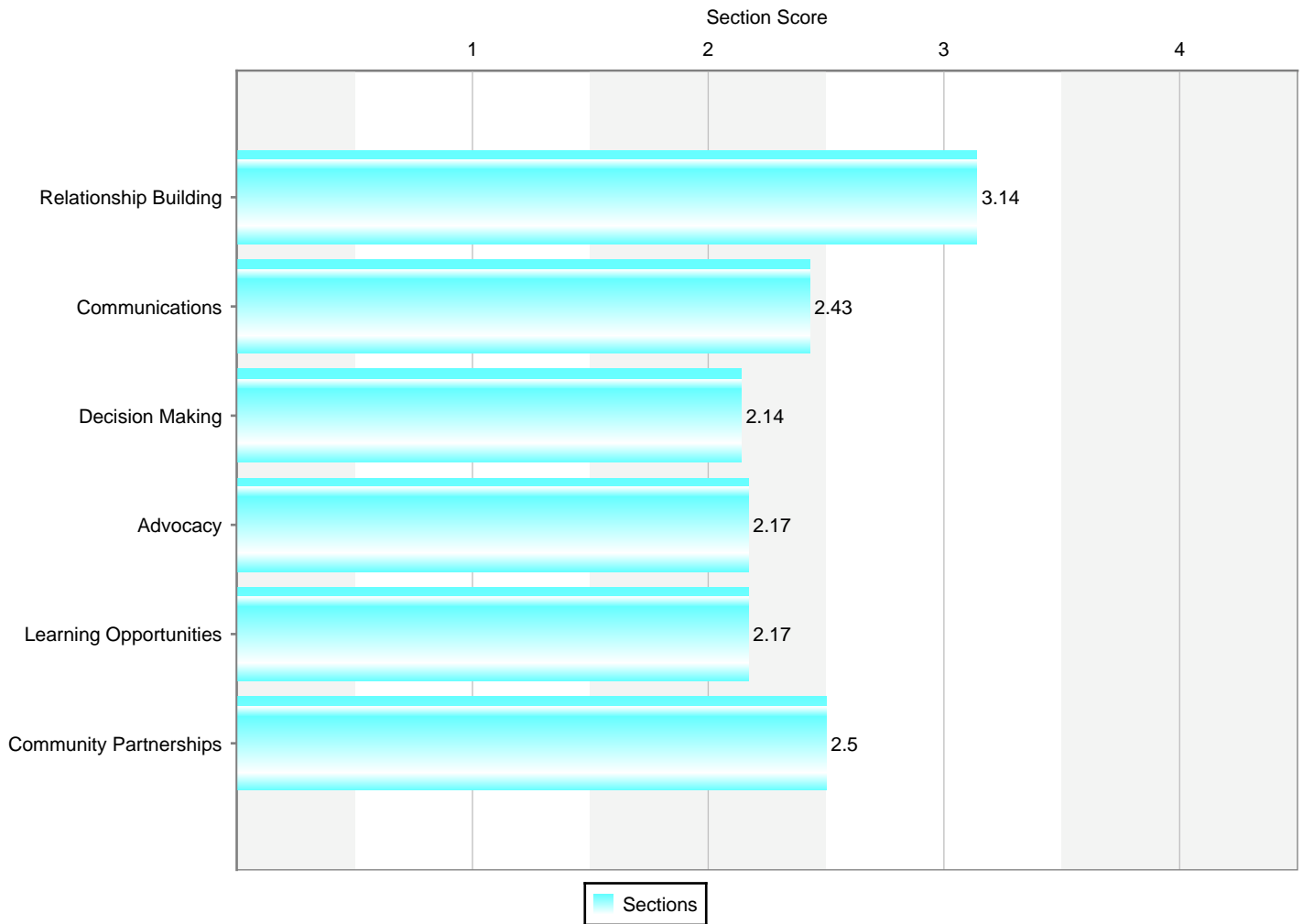
Advocacy

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 (Preschool-5) and staff among different areas of the school (FYRSC, Principal, Counselor, Instructional Coach). 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 Teacher Planning Day teachers and staff 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 Efficiency Committee will complete I and I checks throughout the year to make sure the goals and activities are being met and implemented. 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/Teacher Planning Days 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 throughout the year and share feedback with SBDM. We will be using the CSIP as a guide throughout the entire school year as well to guide SBDM decisions.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

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 Needs Improvement School. From analyzing our academic data on KPREP areas of strengths showed 3rd Grade Reading Proficient/Distinguished percentage increased 60.3%-65.3%, 4th Grade Reading reduced Novice from 17.3%-15.9%, Math Overall reduced Novice from 13.4%-13.2% and increased Proficient/Distinguished 55.1%-58.4%, 3rd Grade Math reduced Novice from 16.2%-13.3% and increased Proficient/Distinguished 55.9%-65.3%, 5th Grade Math reduced Novice from 13.4%-10.7% and increased Proficient/Distinguished 52.2%-58.7%. Areas for growth would be Reading Overall -Novice increased 13.9%-19.2% and Proficient/Distinguished decreased 58.8%-57.5%, Social Studies-Novice increased 6%-20% and Proficient/Distinguished decreased 59.7%-44%, Writing- Novice increased 6%-14.7% and Proficient/Distinguished decreased 52.2%-37.3%, Language Mechanics-Novice increased 12.3%-31.9% and Proficient/Distinguished decreased 69.1%-44.9%. This data was analyzed during grade level PLC's and on a Staff Professional Development Day and Staff Meeting in October 2016. 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. Students are tracking their attendance in their data notebooks, as well as by class for our school wide WIGS. 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 want to be a part of decision making through SBDM and be informed of SBDM topics and decisions. 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 Needs Improvement School. From analyzing our academic data on KPREP areas of strengths showed 3rd Grade Reading Proficient/Distinguished percentage increased 60.3%-65.3%, 4th Grade Reading reduced Novice from 17.3%-15.9%, Math Overall reduced Novice from 13.4%-13.2% and increased Proficient/Distinguished 55.1%-58.4%, 3rd Grade Math reduced Novice from 16.2%-13.3% and increased Proficient/Distinguished 55.9%-65.3%, 5th Grade Math reduced Novice from 13.4%-10.7% and increased Proficient/Distinguished 52.2%-58.7%.

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 Academies and have added Math as an Academy as well. We are beginning to implement math workshop to plan intentional lessons and in guided groups for intervention and acceleration. We are in our 2nd year of implementing the Leader in Me program to grow the whole child and create a more positive relationship with parents and community.

Opportunities for Improvement

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

Areas for growth would be Reading Overall -Novice increased 13.9%-19.2% and Proficient/Distinguished decreased 58.8%-57.5%, Social Studies-Novice increased 6%-20% and Proficient/Distinguished decreased 59.7%-44%, Writing- Novice increased 6%-14.7% and Proficient/Distinguished decreased 52.2%-37.3%, Language Mechanics- Novice increased 12.3%-31.9% and Proficient/Distinguished decreased 69.1%-44.9%.

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 writing and language mechanics, Lynne Schwallie from OVEC will be conducting walkthroughs for next steps and guidance. We will have more extended response and on demand practices for students with live scoring available from teachers and staff. For the Novice Free and Reduced Lunch 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. Novice and apprentice students will also be given a mentor to check in with throughout the school year.

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.

Plan for Comprehensive School Improvement Plan 2017

Overview

Plan Name

Plan for Comprehensive School Improvement Plan 2017

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 54.5% to 74.7% in 2019	Objectives: 1 Strategies: 3 Activities: 13	Organizational	\$6500
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.7% in 2014 to 71.5% in 2019.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Reduce the number of students scoring novice in reading and math by 50% in the year 2020.	Objectives: 2 Strategies: 3 Activities: 10	Organizational	\$10000
4	Kindergarten Readiness	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	College and Career Readiness	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$6000
6	Program Review	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	TELL Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores from 54.5% to 74.7% in 2019

Measurable Objective 1:

collaborate to increase combined reading and math scores from 58.5% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2017 as measured by 2016 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 - Common Cumulative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified Teachers will create scheduled 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 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	01/01/2017	12/31/2017	\$0	No Funding Required	All teachers, Principal, Instructional Coach
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,workshop model,and authentic/mentor texts.There will be a Family Literacy Night in the Fall. SWP 1,2,3,9,10	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$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. Eureka Math, problem based task, and math workshop will be used as tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$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

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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 Night." 1, 2, 4, 5, 6, 7, 8, 9, 10	Professional Learning, Other, Academic Support Program	01/01/2017	12/31/2017	\$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
New Teachers will receive professional development in Thinking Strategies and the Workshop Model. All teachers will implement the strategies for Math and Reading. SWP 1, 2, 3, 4, 9	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$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 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers

Activity - Reading/Math Academy	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 and math academies to meet individual student needs. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers

Activity - Student Leadership Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will utilize leadership notebooks to track their own academic, attendance, and behavior progress. SWP 1,2,3,6a,8,9	Other, Academic Support Program	01/01/2017	12/31/2017	\$1000	School Council Funds	Principal, Instructional Coach, All Teachers, Counselor

Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers
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Activity - Common End of Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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, Academic Support Program	01/01/2017	12/31/2017	\$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	01/01/2017	12/31/2017	\$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 2, 3, 4, and 5 in the months of January, Feb., March, and April. A KPREP like assessment (Live Scoring) will be given to students in grades 3,4,5 in the months of January 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	01/01/2017	12/31/2017	\$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
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Students in grades 4-5 will practice on-demand writing once per month. Students in grades 2 and 3 will practice on-demand quarterly. 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.7% in 2014 to 71.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 60.1% by 06/01/2017 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	01/01/2017	12/31/2017	\$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
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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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Regular, and Special Education teachers
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Goal 3: Reduce the number of students scoring novice in reading and math by 50% in the year 2020.

Measurable Objective 1:

increase student growth by reducing novice by 8% in reading from 18.3% to 10.3%. by 11/01/2017 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 Academy	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	01/01/2017	12/31/2017	\$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
All students in grades K-2 and grade 3-5 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	Tutoring, Technology, Academic Support Program	01/01/2017	12/31/2017	\$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

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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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers
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Activity - Title 1 Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Fall there will be a Title 1 Parent Literacy Night combined with Leader In Me. Students model a literacy skill to parents and others students that they can use at home to increase reading skills.	Community Engagement, Parent Involvement, Academic Support Program	01/01/2017	11/30/2017	\$0	No Funding Required	Knipp, Orme, Lyons, 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, 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	01/01/2017	12/31/2017	\$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 and MAP 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Measurable Objective 2:

increase student growth by reducing novice by 3.5% in math from 12.2% to 8.7% by 11/01/2017 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.

Comprehensive School Improvement Plan

Roby Elementary School

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 and in RTI 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	01/01/2017	12/31/2017	\$5000	Text Books	Principal, Instructional Coach, All Classroom Teachers
Activity - Math Academy	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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Classroom Teachers
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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Classroom Teachers
Activity - Title 1 Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Spring there will be a Math night for parents and students along with Leader In Me. The students will be responsible for teaching a math skill/concept to parents and other students that they can use at home.	Community Engagement, Parent Involvement, Academic Support Program	01/01/2017	05/31/2017	\$0	No Funding Required	Knipp, Orme, Lyons, 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

Comprehensive School Improvement Plan

Roby Elementary School

RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team
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Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Goal 4: Kindergarten Readiness

Measurable Objective 1:

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2017 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
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, Parent Involvement, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Preschool Teacher, Kindergarten Teachers

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

Roby Elementary School

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	01/01/2017	12/31/2017	\$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	01/01/2017	12/31/2017	\$0	No Funding Required	Kindergarten Teachers, Preschool Teacher, Instructional Coach

Goal 5: 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.

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	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Roby Rally 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. These rallies will be student led by each grade level. SWP 1,2,5,9,10	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Counselor, Principal, Teachers, Students K-5
Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Roby Elementary School

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 fall and spring. SWP 1,2,3,4,5,6,6b,8,9,10	Professional Learning, Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$6000	School Council Funds	Counselor, Principal, All Staff, Students K-5
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	01/01/2017	12/31/2017	\$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
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/Orientation, Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	Counselor, Director of CCR

Goal 6: Program Review

Measurable Objective 1:

collaborate to increase our proficiency by 05/31/2017 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

Comprehensive School Improvement Plan

Roby Elementary School

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Chairs and Committees will meet on teacher planning days/Staff Meetings 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	Policy and Process, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Counselor, All Teachers
Activity - Program Review Chair Collaboration Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	Policy and Process, Professional Learning, Recruitment and Retention, Academic Support Program	01/01/2017	12/31/2017	\$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 12/31/2017 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 and intentional teaching.

Category: Professional Learning & Support

Activity - Team Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers

Comprehensive School Improvement Plan

Roby Elementary School

Activity - Unit Planning/Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be involved in collaborative planning on team planning days, 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	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, All Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DreamBox Math	Students who are scoring at the novice level and in RTI 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	01/01/2017	12/31/2017	\$5000	Principal, Instructional Coach, All Classroom Teachers
Core Reading Program Tools	Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, workshop model, and authentic/mentor texts. There will be a Family Literacy Night in the Fall. SWP 1,2,3,9,10	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$5000	Principal, Instructional Coach, All teachers
Lexia Reading	All students in grades K-2 and grade 3-5 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	Tutoring, Technology, Academic Support Program	01/01/2017	12/31/2017	\$5000	Principal, Instructional Coach, Classroom Teachers
Total					\$15000	

School Council 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 fall and spring. SWP 1,2,3,4,5,6,6b,8,9,10	Professional Learning, Community Engagement, Parent Involvement, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$6000	Counselor, Principal, All Staff, Students K-5

Comprehensive School Improvement Plan

Roby Elementary School

Student Leadership Notebooks	Students in grades K-5 will utilize leadership notebooks to track their own academic, attendance, and behavior progress. SWP 1,2,3,6a,8,9	Other, Academic Support Program	01/01/2017	12/31/2017	\$1000	Principal, Instructional Coach, All Teachers, Counselor
Total					\$7000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers
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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Classroom Teachers
Novice Reduction Plans	After common assessments and MAP 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Classroom 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers
Math Academy	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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Classroom Teachers

Comprehensive School Improvement Plan

Roby Elementary School

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, Parent Involvement, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Preschool Teacher, Kindergarten Teachers
Program Review Committees	Program Review Chairs and Committees will meet on teacher planning days/Staff Meetings 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	Policy and Process, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Counselor, All Teachers
Roby Rally	Roby Rally 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. These rallies will be student led by each grade level. SWP 1,2,5,9,10	Career Preparation/Orientation, Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Counselor, Principal, Teachers, Students K-5
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	01/01/2017	12/31/2017	\$0	Kindergarten Teachers, Preschool Teacher, Instructional Coach
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	Policy and Process, Professional Learning, Recruitment and Retention, Academic Support Program	01/01/2017	12/31/2017	\$0	Special Area Teachers, All Teachers, Instructional Coach, Principal
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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers

Comprehensive School Improvement Plan

Roby Elementary School

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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Intervention Teachers, and Classroom 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	01/01/2017	12/31/2017	\$0	Principal, Counselor, 5th Grade Teachers
Thinking Strategies/Workshop Model	New Teachers will receive professional development in Thinking Strategies and the Workshop Model. All teachers will implement the strategies for Math and Reading. SWP 1, 2, 3, 4, 9	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach
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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers
Core Math Program Tools	Highly qualified teachers will utilize various math resources to plan and implement rigorous math instruction aligned with the Common Core. Eureka Math, problem based task, and math workshop will be used as tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$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, 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Classroom Teachers, Intervention Team
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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Regular and special education teachers
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	Career Preparation/Orientation, Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$0	Counselor, Director of CCR

Comprehensive School Improvement Plan

Roby Elementary School

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	Academic Support Program, Behavioral Support Program	01/01/2017	12/31/2017	\$0	Preschool Teacher, Kindergarten Teachers
Reading/Math Academy	MAP, DRA, and teacher input will be utilized to place all students in reading and math academies to meet individual student needs. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers
Live Scoring	Live scoring sessions for all assessed areas will be implemented in grades 2, 3, 4, and 5 in the months of January, Feb., March, and April. A KPREP like assessment (Live Scoring) will be given to students in grades 3,4,5 in the months of January 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All teachers in grades 3, 4, and 5 (including special education and intervention staff)
Common Cumulative Assessments	Highly qualified Teachers will create scheduled 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 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	01/01/2017	12/31/2017	\$0	All teachers, Principal, Instructional Coach
Reading Academy	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	01/01/2017	12/31/2017	\$0	All teachers, Principal, Instructional Coach
Unit Planning/Professional Learning	Teachers will be involved in collaborative planning on team planning days, 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers

Comprehensive School Improvement Plan

Roby Elementary School

Title 1 Family Literacy Night	In the Fall there will be a Title 1 Parent Literacy Night combined with Leader In Me. Students model a literacy skill to parents and others students that they can use at home to increase reading skills.	Community Engagement, Parent Involvement, Academic Support Program	01/01/2017	11/30/2017	\$0	Knipp, Orme, Lyons, Teachers
On-demand Writing	Students in grades 4-5 will practice on-demand writing once per month. Students in grades 2 and 3 will practice on-demand quarterly. 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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, All Teachers
Title 1 Family Math Night	In the Spring there will be a Math night for parents and students along with Leader In Me. The students will be responsible for teaching a math skill/concept to parents and other students that they can use at home.	Community Engagement, Parent Involvement, Academic Support Program	01/01/2017	05/31/2017	\$0	Knipp, Orme, Lyons, Teachers
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	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Regular, and Special Education teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Numeracy 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 Night." 1, 2, 4, 5, 6, 7, 8, 9, 10	Professional Learning, Other, Academic Support Program	01/01/2017	12/31/2017	\$500	Principal, Instructional Coach, All Teachers
Total					\$500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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		

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		

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		

Comprehensive School Improvement Plan

Roby Elementary School

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Roby Elementary School

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

TELL Survey

Measurable Objective 1:

collaborate to increase the amount of collaboration time that teachers have with their colleagues by 12/31/2017 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 and intentional teaching.

Category: Professional Learning & Support

Research Cited:

Activity - Unit Planning/Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be involved in collaborative planning on team planning days, 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 Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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	01/01/2017	12/31/2017	\$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 54.5% to 74.7% in 2019

Comprehensive School Improvement Plan

Roby Elementary School

Measurable Objective 1:

collaborate to increase combined reading and math scores from 58.5% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2017 as measured by 2016 KPREP .

Strategy1:

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 - Thinking Strategies/Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Teachers will receive professional development in Thinking Strategies and the Workshop Model. All teachers will implement the strategies for Math and Reading. SWP 1, 2, 3, 4, 9	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$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 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 Night." 1, 2, 4, 5, 6, 7, 8, 9, 10	Academic Support Program Professional Learning Other	01/01/2017	12/31/2017	\$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. Eureka Math, problem based task, and math workshop will be used as tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

Activity - Common Cumulative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified Teachers will create scheduled 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 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	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

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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, workshop model, and authentic/mentor texts. There will be a Family Literacy Night in the Fall. SWP 1,2,3,9,10	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, All teachers

Strategy2:

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 - Reading/Math Academy	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 and math academies to meet individual student needs. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	01/01/2017	12/31/2017	\$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	01/01/2017	12/31/2017	\$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, attendance, and behavior progress. SWP 1,2,3,6a,8,9	Academic Support Program Other	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal, Instructional Coach, All Teachers, Counselor

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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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	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	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 - On-demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 4-5 will practice on-demand writing once per month. Students in grades 2 and 3 will practice on-demand quarterly. 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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 2, 3, 4, and 5 in the months of January, Feb., March, and April. A KPREP like assessment (Live Scoring) will be given to students in grades 3,4,5 in the months of January 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All teachers in grades 3, 4, and 5 (including special education and intervention staff)

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 48.7% in 2014 to 71.5% in 2019.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 60.1% by 06/01/2017 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular, and Special Education teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular and special education teachers

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 12/31/2017 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

Comprehensive School Improvement Plan

Roby Elementary School

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teacher, Instructional Coach

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 Professional Learning Behavioral Support Program Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

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 12/31/2017 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

Comprehensive School Improvement Plan

Roby Elementary School

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	01/01/2017	12/31/2017	\$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 Academic Support Program	01/01/2017	12/31/2017	\$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 Professional Learning Behavioral Support Program Parent Involvement	01/01/2017	12/31/2017	\$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 54.5% to 74.7% in 2019

Measurable Objective 1:

collaborate to increase combined reading and math scores from 58.5% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2017 as measured by 2016 KPREP .

Comprehensive School Improvement Plan

Roby Elementary School

Strategy1:

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 scheduled 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 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	01/01/2017	12/31/2017	\$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
New Teachers will receive professional development in Thinking Strategies and the Workshop Model. All teachers will implement the strategies for Math and Reading. SWP 1, 2, 3, 4, 9	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach

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. Eureka Math, problem based task, and math workshop will be used as tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

Activity - Math Numeracy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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 Night." 1, 2, 4, 5, 6, 7, 8, 9, 10	Professional Learning Other Academic Support Program	01/01/2017	12/31/2017	\$500 - Title I Schoolwide	Principal, Instructional Coach, All Teachers

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Roby Elementary School

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, workshop model, and authentic/mentor texts. There will be a Family Literacy Night in the Fall. SWP 1,2,3,9,10	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, All teachers

Strategy2:

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 - 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	01/01/2017	12/31/2017	\$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, attendance, and behavior progress. SWP 1,2,3,6a,8,9	Academic Support Program Other	01/01/2017	12/31/2017	\$1000 - School Council Funds	Principal, Instructional Coach, All Teachers, Counselor

Activity - Reading/Math Academy	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 and math academies to meet individual student needs. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	01/01/2017	12/31/2017	\$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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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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	01/01/2017	12/31/2017	\$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 48.7% in 2014 to 71.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 60.1% by 06/01/2017 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular, and Special Education teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular and special education teachers

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Roby Elementary School

Goal 3:

Reduce the number of students scoring novice in reading and math by 50% in the year 2020.

Measurable Objective 1:

increase student growth by reducing novice by 8% in reading from 18.3% to 10.3%. by 11/01/2017 as measured by KPREP.

Strategy1:

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

Research Cited:

Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Strategy2:

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:

Comprehensive School Improvement Plan

Roby Elementary School

Activity - Reading Academy	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	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

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	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 and grade 3-5 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	Tutoring Technology Academic Support Program	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, Classroom Teachers

Measurable Objective 2:

increase student growth by reducing novice by 3.5% in math from 12.2% to 8.7% by 11/01/2017 as measured by KPREP.

Strategy1:

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

Research Cited:

Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Strategy2:

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

Research Cited:

Activity - Math Academy	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	01/01/2017	12/31/2017	\$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	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$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 and in RTI 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	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, All Classroom Teachers

Goal 4:

Kindergarten Readiness

Measurable Objective 1:

collaborate to achieve a successful transition from Preschool to Kindergarten by 12/31/2017 as measured by scores on the Kindergarten screen (Brigance) and various other tools.

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Roby Elementary School

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 - 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers, Preschool Teacher, Instructional Coach

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 Academic Support Program Professional Learning Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores from 54.5% to 74.7% in 2019

Measurable Objective 1:

collaborate to increase combined reading and math scores from 58.5% proficient/distinguished to 64.6% proficient/distinguished by 06/01/2017 as measured by 2016 KPREP .

Strategy1:

Comprehensive School Improvement Plan

Roby Elementary School

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	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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

Activity - Reading/Math Academy	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 and math academies to meet individual student needs. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	01/01/2017	12/31/2017	\$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 48.7% in 2014 to 71.5% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 49.3% to 60.1% by 06/01/2017 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular, and Special Education teachers

Strategy2:

Progress Monitoring - The formative assessment strategies utilized for all students daily, on unit tests, and cumulatively will also track the

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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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Regular and special education teachers

Goal 3:

Reduce the number of students scoring novice in reading and math by 50% in the year 2020.

Measurable Objective 1:

increase student growth by reducing novice by 8% in reading from 18.3% to 10.3%. by 11/01/2017 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 Academy	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	01/01/2017	12/31/2017	\$0 - No Funding Required	All teachers,Principal, Instructional Coach

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	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Intervention Teachers, and Classroom Teachers

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Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-2 and grade 3-5 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	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, Classroom Teachers

Strategy2:

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

Research Cited:

Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, adjust interventions and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Measurable Objective 2:

increase student growth by reducing novice by 3.5% in math from 12.2% to 8.7% by 11/01/2017 as measured by KPREP.

Strategy1:

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

Research Cited:

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Activity - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments and MAP 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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Activity - Monthly Response To Intervention Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI data will be reviewed monthly during PLC's to analyze reading and math novice student data, update plans, adjust interventions and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

Strategy2:

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

Research Cited:

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	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

Activity - Math Academy	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	01/01/2017	12/31/2017	\$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 and in RTI 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	01/01/2017	12/31/2017	\$5000 - Text Books	Principal, Instructional Coach, All Classroom Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase our proficiency by 05/31/2017 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 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	Academic Support Program Recruitment and Retention Professional Learning Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Special Area Teachers, All Teachers, Instructional Coach, Principal

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/Staff Meetings 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 Professional Learning Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Counselor, All Teachers

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 450 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 five 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 seven 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 0 new teachers and 2 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, and additional instructional time for all students through our "Reading/Math Academies" 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" (PBIS) 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. Additionally, staff 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, such as 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 2015 KPREP assessment and significant gains in achievement on the 2015 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 couple of 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, "Academy Time." Academy time is concentrated time on Reading and 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. 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, world languages 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, with an emphasis in Reading and Math. 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, this 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. Throughout the building are empowering leadership quotes along with school wide data that builds a positive environment. 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, Chess Club, Academic Team, Art Club, News Crew, Track, Volleyball, Archery, STLP, Student Leadership Team, and fun events such as Family Literacy/Math Nights and PTA events.