



# Title I Schoolwide Diagnostic

Roby Elementary School

Bullitt County

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Shepherdsville, KY 40165

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## **Introduction**

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

**Component 1: Comprehensive Needs Assessment**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	Academic: KPREP, RTI, DRA Non-Academic: TELL Survey, PBIS, Missing Piece Diagnostic, Attendance Data	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.2	Did the analyzed data identify the school's priority needs?	Yes	Data analysis results have increased the sense of urgency to reduce Novice and increase Proficient and Distinguished in ALL students. According to our data analysis, areas in need of improvement are: math and reading proficiency, male novice reduction, and growth scores. 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.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Reading and Math ALL grades and Male Novice Students	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	For the Novice Male students and growth groups, Novice reduction plans will be created and shared at PLC's and implemented with fidelity. Teachers will track their students in each level for Reading and Math based on MAP assessment using a schoolwide data wall. Teacher will create SMART goals and implement LEXIA reading and Dreambox math interventions on the computer for students with deficits.	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	7 Goals: Proficiency, Gap, Novice Reduction, College and Career Readiness, Kindergarten Readiness, Program Review, TELL Survey 36 Activities Literacy and Math Tools Data Driven Instruction Assessment Analysis RTI Literacy and Math Initiatives Teacher Collaboration	

## Component 2: Schoolwide Reform Strategies

### Schoolwide Reform Strategies

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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 - Core Reading Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers, grades K-5 will provide standards based rigorous instruction utilizing guided reading groups, components of Harcourt Journeys, workshop model, and authentic/mentor texts. There will be a Family Reading Night in the Fall. SWP 1,2,3,9,10	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	\$5000 - Text Books	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 quarterly common cumulative assessments in reading and math. Assessments will be analyzed in PLCs to determine names of students that have mastered the standards and those that need remediation. Teachers will track individual student performance by standard using checklists. Teachers will share end of year data with the next year's teacher to assist in transitioning students. This data will be shared with parents SWP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Academic Support Program	01/05/2015	12/31/2015	\$0 - No Funding Required	All teachers, Principal, Instructional Coach

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

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

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

## Strategy2:

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

Category: Continuous Improvement

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

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

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

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

### Strategy3:

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

Category: Continuous Improvement

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

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

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

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



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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 will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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

## Goal 2:

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

## Measurable Objective 1:

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

## Strategy1:

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

Category: Continuous Improvement

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

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

## 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:

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

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

Differentiated Math Instruction - A variety of tools and strategies will be used to teach students math skills they are lacking using small group 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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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

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

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

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 and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10	Policy and Process Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

## Measurable Objective 2:

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

## Strategy1:

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

Category: Learning Systems

Research Cited:

Activity - Reading Clinic	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring at the novice level will receive small group guided instruction based on MAP learning continuum and other sources congruent with student needs. Teachers will plan intentional lessons during Teacher Planning Days and Staff Meetings to meet the needs of individual students based on data. SWP 1,2,3,5,8,9	Direct Instruction Academic Support Program	01/01/2016	12/31/2016	\$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	Academic Support Program Direct Instruction	01/01/2016	12/31/2016	\$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
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	01/01/2016	12/31/2016	\$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 - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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 and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10	Policy and Process Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

## Goal 4:

Kindergarten Readiness

### Measurable Objective 1:

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

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## Strategy1:

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

Category: Continuous Improvement

Research Cited:

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

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

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

## Goal 5:

TELL Survey

## Measurable Objective 1:

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

## Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Yes, all strategies were selected on best practices and scientific research.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Workshop Model, Thinking Strategies, Leader In Me, Literacy and Math Initiatives, Clinics, RTI, Data Notebooks, Formative and Common Assessments, Novice Reduction Plans.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Every activity has some component of the Title 1 Schoolwide programming and numbers 1-10 are used.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	RTI and Reading/Math Clinics	

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Yes, Reading and Math tools, RTI, Reading and Math Clinics, Formative and Common Assessments, Data Analysis, Novice Reduction Plans	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Goal 2 and 4. Focusing on Novice Reduction in the GAP group as well as proficiency increase in reading and math.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	The plan is being implemented as designed and following closely to the timelines set.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Yes, we are growing in all areas and becoming more focused and intentional with our instruction and systems of improvement.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	Novice Reduction, Improving proficiency with the GAP Group, RTI, Math and Reading Clinics, Data Driven Instruction.	

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

### Instruction By Highly Qualified Teachers and Paraeducators

**Goal 1:**

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

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



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## Strategy2:

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

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

Category: Continuous Improvement

Research Cited:

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

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

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

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

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

### Strategy3:

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

Category: Continuous Improvement

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

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

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

Activity - 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 will be identified and provided research based interventions. Progress will be monitored and reviewed monthly. SWP 1, 2, 4, 6, 7, 8, 9, 10	Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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

## Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

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

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

### 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:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

### Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Learning Systems

Research Cited:

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

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

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

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

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 and 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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

## Measurable Objective 2:

increase student growth by reducing novice by 10% in reading by 11/01/2016 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 are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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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 and adjust interventions, and move students through tiers based upon multiple sets of data sources. SWP 1,2,3,6a,8,9,10	Policy and Process Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

## 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
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	01/01/2016	12/31/2016	\$5000 - Text Books	Principal, Instructional Coach, Classroom Teachers

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

## Goal 4:

TELL Survey

### Measurable Objective 1:

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

# Title I Schoolwide Diagnostic

Roby Elementary School

## Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	All teachers are Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

**Title I Schoolwide Diagnostic**

Roby Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes	NA	



## Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

### Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Continuous Improvement

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

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

**Strategy2:**

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

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

Category: Continuous Improvement

Research Cited:

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

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

## Goal 2:

College and Career Readiness

### Measurable Objective 1:

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

### Strategy1:

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

Category: Persistence to Graduation

Research Cited:

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

## Goal 3:

TELL Survey

# Title I Schoolwide Diagnostic

Roby Elementary School

## Measurable Objective 1:

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

### Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Leader In Me, Workshop Model (Reading and Math), Thinking Strategies, Guided Reading	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	Student data on KPREP and formative/common assessments are guiding the professional development planning process.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	Yes, research based and rigorous	

**Title I Schoolwide Diagnostic**

Roby Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	Staff members respond to the TELL Survey and are a part of a school survey to decide the needs of the staff in regards to PD. Teachers and staff are using assessments and data analysis to reflect upon teaching and areas of growth.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Teacher and staff are analyzing data from the Leader In Me program as well as implementation of Thinking Strategies and the Workshop Model.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	Math Numeracy Instruction, Leader In Me, Thinking Strategies, Workshop Model, Effective Feedback	

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

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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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

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

Category: Learning Systems

Research Cited:

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

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

### Goal 3:

College and Career Readiness

### Measurable Objective 1:

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

# Title I Schoolwide Diagnostic

Roby Elementary School

## Strategy1:

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

Category: Persistence to Graduation

Research Cited:

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

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

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

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

## Goal 4:

TELL Survey

# Title I Schoolwide Diagnostic

Roby Elementary School

## Measurable Objective 1:

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

## Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

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

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	Principal is always searching and networking with other colleagues and staff for recommendations. Teacher input and SBDM recommendations are always considered.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	TPGES , Common Planning time, PLC work, support from administration, College and Career Readiness focus, Leader In Me school	



**Title I Schoolwide Diagnostic**Roby Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	Math Numeracy Instruction, End of Unit Assessments, Roby Rally's, Leader In Me, Middle School Ready Plans, Career Days, Team Planning, PLC work	

## Component 6: Parent Involvement

### Parent Involvement

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Continuous Improvement

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

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

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

**Strategy2:**

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

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

Category: Continuous Improvement

Research Cited:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

### Strategy3:

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

Category: Continuous Improvement

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

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

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

### Goal 2:

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

### Measurable Objective 1:

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

### Strategy1:

## Title I Schoolwide Diagnostic

Roby Elementary School

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

Category: Learning Systems

Research Cited:

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

### Strategy2:

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

Category: Continuous Improvement

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

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

### Goal 3:

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

### Measurable Objective 1:

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

### 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:

**Title I Schoolwide Diagnostic**

Roby Elementary School

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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

**Goal 4:**

Kindergarten Readiness

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Continuous Improvement

Research Cited:

Activity - 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	01/01/2016	12/31/2016	\$0 - No Funding Required	Preschool Teacher, Kindergarten Teachers

**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.

**Strategy1:**

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

Category: Persistence to Graduation

# Title I Schoolwide Diagnostic

Roby Elementary School

Research Cited:

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

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

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Math and Literacy Title I Family Nights, Leader In Me Initiative, Response to Intervention, Data Analysis, Leadership Notebooks	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Family Nights, Conferences, RTI data, Special Education Services, Leader In Me informational sessions, grades, attendance	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	Parents on SBDM and PTA	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Parents have been asked in the past by survey and are invited to attend PTA and SBDM meetings. Suggestions are always welcome	

**Title I Schoolwide Diagnostic**Roby Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	Family Math and Literacy Nights, Leader In Me, Special Education, RTI, College and Career Readiness, Kindergarten Ready	

**Component 7: Transition to Kindergarten**

**Transition to Kindergarten**

**Goal 1:**

Kindergarten Readiness

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Continuous Improvement

Research Cited:

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

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



**Title I Schoolwide Diagnostic**Roby Elementary School

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	Conferencing among preschool and kindergarten teachers, classroom visits, and analysis of the Brigance assessment.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes	Successful transition from preschool to kindergarten by collaborating to create a transition plan (conferencing, classroom visits, assessment analysis).	

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

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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

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

**Title I Schoolwide Diagnostic**

Roby Elementary School

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

**Strategy2:**

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

Category: Continuous Improvement

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

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

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

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

**Strategy3:**

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:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

## Goal 2:

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

## Measurable Objective 1:

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

## Strategy1:

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

Category: Continuous Improvement

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

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

## 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:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

### Goal 3:

Kindergarten Readiness

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

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

### Goal 4:

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

### Measurable Objective 1:

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

### 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

# Title I Schoolwide Diagnostic

Roby Elementary School

Research Cited:

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

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students performing at the novice level will participate in daily lessons from the computer based program Lexia Reading. Students are assessed on their basic reading skills and are moved throughout different levels when they achieve mastery of a standard. SWP 1,2,9	Tutoring Academic Support Program Technology	01/01/2016	12/31/2016	\$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 - Novice Reduction Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After common assessments are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal,Instructional Coach, All Classroom Teachers, Intervention Team

## Measurable Objective 2:

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

## Strategy1:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

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

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

## Goal 5:

College and Career Readiness

# Title I Schoolwide Diagnostic

Roby Elementary School

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## Measurable Objective 1:

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

## Strategy1:

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

Category: Persistence to Graduation

Research Cited:

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

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

## Goal 6:

Program Review

## Measurable Objective 1:

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

## Strategy1:

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

Category: Continuous Improvement

Research Cited:



# Title I Schoolwide Diagnostic

Roby Elementary School

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

**Goal 7:**

TELL Survey

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Professional Learning & Support

Research Cited:

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

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Teachers create assessments based upon students needs and within PLC's.	

**Title I Schoolwide Diagnostic**

Roby Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	Common assessments are analyzed during PLC's. Novice reduction plans and data are create and analyzed during PLC's and MAP and KPREP scores are reviewed.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	Data driven instruction, continuous improvement, RTI, PLC work with assessments and data, live scoring, novice reduction plans.	

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

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

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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

Category: Continuous Improvement

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

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

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

# Title I Schoolwide Diagnostic

Roby Elementary School

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

## Strategy2:

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

Category: Continuous Improvement

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

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

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

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

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

# Title I Schoolwide Diagnostic

Roby Elementary School

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

### Strategy3:

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

Activity - Thinking Strategies/Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom for Math and Reading. SWP 1, 2, 3, 4, 9	Professional Learning Academic Support Program	01/01/2016	12/31/2016	\$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. Go Math and Eureka Math will be tools in planning and teaching to increase student achievement. SWP 1,2,3,9,10	Direct Instruction Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

# Title I Schoolwide Diagnostic

Roby Elementary School

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

## Goal 2:

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

## Measurable Objective 1:

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

## 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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, Regular and special education teachers

## Strategy2:

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)

# Title I Schoolwide Diagnostic

Roby Elementary School

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

### Goal 3:

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

### Measurable Objective 1:

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

### 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 are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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	01/01/2016	12/31/2016	\$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 to provide differentiated instruction in small group reading to support students in their skills deficits.

Category: Learning Systems

Research Cited:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

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

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

## Measurable Objective 2:

increase student growth by reducing novice by 10% in math by 11/01/2016 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 are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers



# Title I Schoolwide Diagnostic

Roby Elementary School

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	01/01/2016	12/31/2016	\$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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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

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

## Goal 4:

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.

# Title I Schoolwide Diagnostic

Roby Elementary School

## Strategy1:

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

Category: Persistence to Graduation

Research Cited:

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

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

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

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

## Goal 5:

TELL Survey

# Title I Schoolwide Diagnostic

Roby Elementary School

## Measurable Objective 1:

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

## Strategy1:

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

Category: Professional Learning & Support

Research Cited:

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

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	Reading and Math Clinics, Dreambox and Lexia computer interventions, Response to Intervention, Workshop model for reading and math	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	Teachers and staff analyze student data from KPREP/MAP/DRA and teacher recommendation to identify most at risk students. Monthly RTI meetings with PLC's and intervention team to decide next steps and if a student needs more remediation or can be released.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Teachers and staff collaborate to plan the instructional needs of students.	

## Title I Schoolwide Diagnostic

Roby Elementary School

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	RTI, Data Analysis, Novice Reduction, Increase proficiency, College and Career Readiness, Gap Growth.	

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

**Goal 1:**

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

**Measurable Objective 1:**

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

**Strategy1:**

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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Teachers

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

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

**Strategy2:**

## Title I Schoolwide Diagnostic

Roby Elementary School

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

Category: Continuous Improvement

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

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

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

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

### Strategy3:

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:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

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

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

## Goal 2:

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

## Measurable Objective 1:

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

## 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:

# Title I Schoolwide Diagnostic

Roby Elementary School

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

## Strategy2:

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

Category: Continuous Improvement

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

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

## Goal 3:

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

### Measurable Objective 1:

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

### Strategy1:

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	Policy and Process Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

### Measurable Objective 2:

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



## Title I Schoolwide Diagnostic

Roby Elementary School

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### 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 are given, teachers will collaborate during PLC's and Teacher Planning Days to analyze assessment data and create next steps for students who are falling in the novice category. They will identify the student and the standards that they have not mastered to reach proficiency and reteach or provide interventions. SWP 1,2,3,4,8,9,10	Policy and Process	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers

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	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach, All Classroom Teachers, Intervention Team

### Goal 4:

College and Career Readiness

### Measurable Objective 1:

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

### Strategy1:

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

Category: Persistence to Graduation

Research Cited:

## Title I Schoolwide Diagnostic

Roby Elementary School

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

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

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

### Goal 5:

Program Review

### Measurable Objective 1:

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

### Strategy1:

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

Category: Continuous Improvement

Research Cited:

# Title I Schoolwide Diagnostic

Roby Elementary School

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 Academic Support Program Policy and Process Recruitment and Retention	01/01/2016	12/31/2016	\$0 - No Funding Required	Special Area Teachers, All Teachers, Instructional Coach, Principal

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	SBDM and the school makes sure all elements of the school wide program are implemented with appropriate funds.	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	SBDM Funds, Textbook Funds, General Funds, Title 1 Funds	