



Comprehensive School Improvement Plan

Roby Elementary School
Bullitt County School District

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Roby Elementary School has close to 500 students in preschool through grade 5. We are located in Shepherdsville, the county seat of Bullitt County. The school experienced some slight shift in district lines two years ago. Our population is diverse in the area of socio-economics. Just under sixty percent of our students qualify for free or reduced lunch. The other forty percent are from homes that have one or two parents that are working, but face typical financial challenges that have occurred due to recent economic times. Some of our students have one or both parents that are unemployed. We have a few of our students from homes that have the opportunity to travel some and be exposed to experiences outside of school and extra curricular activities that enhance their education. We have a significant number of students that do not live with two parents and several students that are being raised by grandparents. Beyond residential areas that include apartments and small to medium sized homes, our district has motels that house homeless students and their families. In recent years, it is not unusual to have enrolled 2 or 3 families that are homeless at any given time. We have a relatively transient population due to our proximity to Louisville and the accessibility to county government. We were fortunate to move to a new state of the art building four years ago.

School's Purpose

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

The Mission of Roby Elementary School is "To educate all students so that they learn and develop at the highest level as measured on state and national assessments. We commit to implementing best practices to ensure success." Our vision is to be "Exemplary Leaders and Learners."

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

We have staff members that have served as district PD leaders, seek out and attend additional professional development opportunities, such as the Ky. Reading Project, and take leadership roles for the school and district. We recognize and celebrate student achievement at quarterly awards ceremonies, monthly "Roby Rallies," and on the "Roby News."

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

We showed significant gains on the 2013 KPREP assessment. Our primary program has been successful at raising the level of student performance for students that entered school at a low level of academic functioning. For the past three years, we have had one of the highest percentages of students in the district that are performing at least at the 24th percentile at the end of 3rd grade. This is the level that our district has set to be considered "on grade level." Many of these students began school as low as the 1st-5th percentile. We have established programs that meet the needs of a variety of levels of students, primarily through a structure in the school day that we call, "Reading Clinic." This has been expanded at some grade levels to include math. We have established structures and organizations that are considered "best practice" such as Professional Learning Communities, guided reading, and differentiated instruction. In addition, we have adopted a new research based math program that utilizes formative assessments and differentiated instruction. Our preschool is being successful at implementing new curriculum and processes that are considered best practice for early childhood education. We will focus improvement initiatives in the areas of reading, math, and writing by implementing Thinking Strategies/Workshop Model, KCM Numeracy initiative and PD work, and continue with best practices of utilizing formative assessment to guide our instruction.

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

We have a need to adjust and refine our practices to ensure that we are successful implementing and assessing the Ky. Core Academic Standards. We also have a need to continue to create an environment that is positive and proactive to meet student needs academically and behaviorally through collaborative structures.

Additional Information

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

Our building is only five years old, but it has given us the opportunity to expose our students to state of the art technology. The design of the building has been a tremendous support to us in implementing instruction that is individualized as well as enhances "teamwork" in each grade level due to the "pod" structure. We are fortunate to enjoy a beautiful gym for physical education, schoolwide rallies, and musical presentations as well as an attractive and inviting library that offers rich literature and promotes reading. The cafeteria and bright main hallway create a warm environment for our students. Our students participate in clubs such as The Energy Team that promote efficient use of our facilities. Beyond the building, our students have increased their sense of belonging as they proudly participate in after school activities such as Roby Performing Arts, Cub, Crusaders, Spanish Club, Chess Club, Academic Team, and fun events such as Family Literacy/Math and Family Fitness Nights.

Roby Elementary School 2013-2014 School Improvement Plan

Overview

Plan Name

Roby Elementary School 2013-2014 School Improvement Plan

Plan Description

Comprehensive School Improvement Plan 13-14

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$6000
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

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

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase combined reading and math scores from 51.1% proficient/distinguished to 55.5% proficient/distinguished by 06/01/2014 as measured by 2014 KPREP.

Strategy 1:

Formative Assessment - Teachers will use formative assessments in reading and math to guide instruction. Assessments will include daily, common end-of-unit tests, and common quarterly cumulative tests. Teachers will monitor students' mastery of each standard.

Activity - Daily Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. Highly qualified teachers are recruited and hired through district procedures and policy. SWP 1, 2, 3, 4, 7, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	All teachers Mrs. Korfhage Mrs. Hardin
Activity - Common End-of-Unit Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	All teachers, Mrs. Korfhage, Mrs. Hardin
Activity - Common Cumulative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 data 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	08/07/2013	06/01/2015	\$0	No Funding Required	All teachers, Mrs. Korfhage, Mrs. Hardin

Strategy 2:

Differentiated Instruction - MAP data, DRA scores, and teacher input will be analyzed to determine students' instructional needs.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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 quarterly. SWP 1, 2, 4, 6, 7, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	All teachers, Mrs. Korfhage, Mrs. Hardin
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Activity - Reading/Math Clinics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created on an as needed basis. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	All teachers, Mrs. Korfhage, Mrs. Hardin

Strategy 3:

Aligned, Rigorous, Engaging Instruction - Students will receive quality and rigorous instruction that is aligned with the KCAS and is planned to actively engage students.

Activity - Math Numeracy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in math professional development. 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	06/01/2013	06/01/2015	\$1000	School Council Funds	Vicki Hardin Gayle Korfhage Carrie Gary

Activity - Thinking Strategies/Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom in a workshop model framework.	Professional Learning	12/18/2013	06/01/2015	\$1500	School Council Funds	Gayle Korfhage Vicki Hardin Melissa Logsdon Amy Wright

Activity - Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Performance/Literacy Committee will revisit the Literacy Plan and will make recommendations to SBDM for any revisions that are needed. The committee will also make a recommendation regarding professional development in the area of writing.	Policy and Process	01/06/2014	06/01/2015	\$1500	School Council Funds	Donna Hawkins Vicki Hardin

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Activity - KCAS Standards, DOK, Instructional Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in a vertical grade level structure to discuss standards alignment to strengthen staff knowledge and make grade level curriculum decisions regarding implementation of the standards. Staff will also receive job embedded PD in the area of DOK and will work with grade level PLCs to design instruction that is congruent as well as aligned to the appropriate DOK level.	Policy and Process	01/06/2014	06/01/2015	\$0	School Council Funds	Vicki Hardin Gayle Korfhage

Activity - Kagan Cooperative Learning Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, that are highly qualified by state and federal standards, will implement Kagan Cooperative Learning Structures in classroom instruction. Administration will seek training for new teachers. Teachers will work with their grade level team to plan instruction that includes Kagan strategies.	Professional Learning	01/01/2014	06/01/2015	\$2000	School Council Funds	Gayle Korfhage Vicki Hardin

Strategy 4:

Teacher feedback to students - Teachers will give quality feedback to students.

Activity - Constructed Response Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide written feedback to students on constructed response questions and students will revise their responses utilizing the teacher feedback. 1, 2, 4, 6, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	Mrs. Hardin Mrs. Korfhage Classroom Teachers

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Live scoring sessions for all assessed areas will be implemented in grades 3, 4, and 5 in the months of Feb., March, and April. Teachers will analyze student performance from the Live Scoring Sessions in PLC groups. SWP 1, 2, 4, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	Mrs. Hardin Mrs. Korfhage Classroom Teachers

Activity - On-demand Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Beginning in 2014-2015, students in grades 2-5 will practice on-demand writing on Early Release Days in the months of September, November, January, and March. 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	09/01/2014	06/01/2015	\$0	No Funding Required	Vicki Hardin Gayle Korfhage

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.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% to 50.5% by 06/01/2014 as measured by K-Prep..

Strategy 1:

Formative Assessments - 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.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The progress monitoring data from formative assessments including daily, common unit tests, and common cumulative assessments will be utilized to track performance of students in the non-duplicated gap group. PLCs will analyze the data to drive instructional decisions. Parents will be informed of the students' performance. SWP 1, 2, 4, 6, 7, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	No Funding Required	Mrs. Hardin Mrs. Korfhage Special Ed. Teachers Regular Classroom Teachers

Strategy 2:

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

Activity - Reading/math clinics and specially designed instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the non-duplicated gap group will receive differentiated instruction at their appropriate level during reading/math clinics, as well as additional support/accommodations 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	08/07/2013	06/01/2015	\$0	No Funding Required	Mrs. Hardin Mrs. Korfhage Special Education Teachers Regular Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Live Scoring	Live scoring sessions for all assessed areas will be implemented in grades 3, 4, and 5 in the months of Feb., March, and April. Teachers will analyze student performance from the Live Scoring Sessions in PLC groups. SWP 1, 2, 4, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	Mrs. Hardin Mrs. Korfhage Classroom Teachers
Reading/math clinics and specially designed instruction	Students in the non-duplicated gap group will receive differentiated instruction at their appropriate level during reading/math clinics, as well as additional support/accommodations 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	08/07/2013	06/01/2015	\$0	Mrs. Hardin Mrs. Korfhage Special Education Teachers Regular Classroom Teachers
On-demand Writing	Beginning in 2014-2015, students in grades 2-5 will practice on-demand writing on Early Release Days in the months of September, November, January, and March. 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	09/01/2014	06/01/2015	\$0	Vicki Hardin Gayle Korfhage
Common End-of-Unit Assessments	Highly qualified teachers will develop common end-of-unit assessments. Assessments will be analyzed in PLC meetings to determine names of students that have mastered the standard and those that need remediation. Teachers will plan next step instruction based on this data. SWP 1, 2, 3, 4, 5, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	All teachers. Mrs. Korfhage, Mrs. Hardin
Common Cumulative Assessments	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 data 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	08/07/2013	06/01/2015	\$0	All teachers, Mrs. Korfhage, Mrs. Hardin

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Progress Monitoring	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	08/07/2013	06/01/2015	\$0	Mrs. Hardin Mrs. Korfhage Special Ed. Teachers Regular Classroom Teachers
Daily Formative Assessments	Teachers will use daily formative assessments, including but not limited to, exit slips, flashbacks, response journals, white board responses, etc. to guide daily instruction. Highly qualified teachers are recruited and hired through district procedures and policy. SWP 1, 2, 3, 4, 7, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	All teachers Mrs. Korfhage Mrs. Hardin
Response to Intervention	Students scoring at the 20th percentile and lower in math and reading will be identified and provided research based interventions. Progress will be monitored and reviewed quarterly. SWP 1, 2, 4, 6, 7, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	All teachers, Mrs. Korfhage, Mrs. Hardin
Constructed Response Feedback	Teachers will provide written feedback to students on constructed response questions and students will revise their responses utilizing the teacher feedback. 1, 2, 4, 6, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	Mrs. Hardin Mrs. Korfhage Classroom Teachers
Reading/Math Clinics	MAP, DRA, and teacher input will be utilized to place all students in reading clinics to meet individual student needs. Math clinics will be created on an as needed basis. SWP 1, 2, 3, 6, 7, 8, 9, 10	Academic Support Program	08/07/2013	06/01/2015	\$0	All teachers, Mrs. Korfhage, Mrs. Hardin
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing	The Academic Performance/Literacy Committee will revisit the Literacy Plan and will make recommendations to SBDM for any revisions that are needed. The committee will also make a recommendation regarding professional development in the area of writing.	Policy and Process	01/06/2014	06/01/2015	\$1500	Donna Hawkins Vicki Hardin
KCAS Standards, DOK, Instructional Alignment	Teachers will meet in a vertical grade level structure to discuss standards alignment to strengthen staff knowledge and make grade level curriculum decisions regarding implementation of the standards. Staff will also receive job embedded PD in the area of DOK and will work with grade level PLCs to design instruction that is congruent as well as aligned to the appropriate DOK level.	Policy and Process	01/06/2014	06/01/2015	\$0	Vicki Hardin Gayle Korfhage
Kagan Cooperative Learning Structures	Teachers, that are highly qualified by state and federal standards, will implement Kagan Cooperative Learning Structures in classroom instruction. Administration will seek training for new teachers. Teachers will work with their grade level team to plan instruction that includes Kagan strategies.	Professional Learning	01/01/2014	06/01/2015	\$2000	Gayle Korfhage Vicki Hardin

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Math Numeracy Instruction	Teachers will participate in math professional development. 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	06/01/2013	06/01/2015	\$1000	Vicki Hardin Gayle Korfhage Carrie Gary
Thinking Strategies/Workshop Model	Teachers will receive professional development in Thinking Strategies and the Workshop Model and the strategies will be implemented in the classroom in a workshop model framework.	Professional Learning	12/18/2013	06/01/2015	\$1500	Gayle Korfhage Vicki Hardin Melissa Logsdon Amy Wright
Total					\$6000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Objective	collaborate to increase combined reading and math scores from 51.1% proficient/distinguished to 55.5% proficient/distinguished by 06/01/2014 as measured by 2014 KPREP	Met	Roby exceeded the 43.7% delivery target by 7.6% with an actual score of 51.1% proficient and distinguished.	September 30, 2013	Ms. Gayle B Korfhage
Objective	collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% to 50.5% by 06/01/2014 as measured by K-Prep.	Met	The combined reading and math percent of students scoring proficient and distinguished was 45.2. This is 6.1% above the gap delivery target of 39.1	September 30, 2013	Ms. Gayle B Korfhage