



Comprehensive School Improvement Plan

Overdale Elementary School
Bullitt County

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TABLE OF CONTENTS

Introduction	1
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Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction	3
--------------------	---

Equitable Access to Effective Educators - School	4
--	---

Phase I - The Missing Piece

Introduction	22
--------------------	----

Stakeholders	23
--------------------	----

Relationship Building	24
-----------------------------	----

Communications	25
----------------------	----

Decision Making	27
-----------------------	----

Advocacy	29
----------------	----

Learning Opportunities	30
------------------------------	----

Community Partnerships	31
------------------------------	----

Reflection	32
------------------	----

Report Summary	33
----------------------	----

Improvement Plan Stakeholder Involvement

Introduction	35
--------------------	----

Improvement Planning Process	36
------------------------------------	----

Phase I - Needs Assessment

Introduction 38

Data Analysis 39

Areas of Strengths 41

Opportunities for Improvement 42

Conclusion 43

CSIP 16-17

Overview 45

Goals Summary 46

 Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 56.9% to 75.3% in 2019. 47

 Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.3% to 72.3% in 2019. 53

 Goal 3: Reduce the number of students scoring novice in reading to 9.25% and math to 6.9% by 2020. 55

 Goal 4: Program Review 58

 Goal 5: TELL Survey 59

Activity Summary by Funding Source 60

Phase II - KDE Assurances - Schools

Introduction 71

Assurances 72

Phase II - KDE Compliance and Accountability - Schools

Introduction 78

Planning and Accountability Requirements 79

Executive Summary

Introduction 107

Description of the School 108

School's Purpose 109

Notable Achievements and Areas of Improvement 110

Additional Information 111

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

In reviewing the school data, we continue to have high percentages of students classified as free/reduced lunch within our school population. 61% of these students are from grades 3,4, and 5 only. In addition, our percentage of students with disabilities is high in comparison to the 13% that is considered to be the average.

Our teacher population is becoming increasingly more seasoned and experienced. The majority of our teachers have 4 or more years of experience. Additionally, we have 4 National Board Certified teachers with 2 more that are currently in the program.

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

The challenge for Overdale is the percentage of students that are classified as free/reduced lunch. Our percentages are high due to the location of our building, situated within a high poverty area. Often these students struggle with basic skills and deficits with school readiness.

In addition, we continue to identify students with disabilities. Because we are a transient school, we receive students that are already identified or exhibit the need for a special education referral.

Comprehensive School Improvement Plan

Overdale Elementary School

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

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Learning systems and best practice literacy instructional 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 and writing through Professional Learning Communities and Teacher Planning Days.

Category: Learning Systems

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Racing Readers/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$83190 - Title I Part A \$9984 - State Funds	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors

Activity - Conferring/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate literacy instruction by providing individualized feedback and direct instruction through one to one conferring and guided reading in primary grades. (SWP 1-5; 8-10)	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Writing Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers (Grades 2-5) will schedule live scoring sessions with instructional coach a minimum of three times a year. All classrooms will participate in an on-demand common assessments following monthly teacher planning days. Student writing will be analyzed in PLCS, planning days, and/or faculty meetings using state released writing rubrics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Foundational Skills/Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement authentic foundational skills instruction in their ELA time to increase on-grade level reading and comprehension before entering third grade through DRA assessments, fluency checks, conferring with students while reading, etc.. Teachers will also utilize student writing and mentor texts/exemplar writing as tools to teach language mechanics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High qualified teachers and staff will utilize district funded Compass Learning to supplement the core reading program and help increase reading fluency and comprehension. Overdale will utilize the district funded instructional tutor to provide weekly classes for all students to practice activities in reading or/math. (SWP 1,2,5, 8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will identify areas of improvement and strengths related to writing instruction. Teachers are implementing writing across all content areas (social studies, science, math, language mechanics) through journals and working to connect reading and writing standards through instruction to help students understand and write texts more deeply. In addition, every grade level is administering a monthly on-demand prompt that is brought to PLCs and analyzed for strengths and next steps. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Thinking Strategies Embedded-Instruction (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement comprehension skills using the Thinking Strategies based on vertical alignment of teaching these strategies across Grades K-5. Evidence of implementation will be monitored through weekly lesson plans, terminology used by teachers and students embedded into instruction. (SWP 1-5, 8-10)	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-3 are identified through various assessments dictated by Reading Recovery/CIM program requirements. Students are then provided intensive intervention individually (Grade 1) and in small groups (Grades K-3) to address reading skill deficits to help students be on grade level in reading by the end of third grade. Student progress is communicated consistently to parents to keep them informed of their child's reading progress in the program. (SWP 1, 2, 3, 6, 9, 10)	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$50000 - Read to Achieve	Principal, Instructional Coach, RTA Teacher and K-3 Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family literacy night to allow parents the opportunity to experience learning activities aligned with the ELA common core standards and learn about Title 1 school components. In addition, college and career activities related to reading and writing are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, Certified Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Core Reading Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement the Common Core ELA standards with guided reading/novel studies and supplemental texts as necessary. All teachers in Grades Kindergarten through fifth grade and special education teachers will utilize mentor texts to provide students with literacy instruction focused on standards-based learning. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Direct Instruction Academic Support Program Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Research Cited:

Activity - Higher Level Questioning/Discussion Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will ask higher-level questions with appropriate "think time" while using strategies to ensure all students have an opportunity to respond for more engaging learning. In addition, discussion techniques, such as, accountable talk, intentional talk, etc. will be implemented through the gradual release of responsibility structure to produce independent thinking. Teachers will be involved in learning about, creating higher-level questions and consistently implementing appropriate questioning techniques during faculty meetings, planning days, PLCs, etc. (SWP 1, 2, 4, 5, 8, 9)	Recruitment and Retention Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement the gradual release of responsibility instructional structure of "I do", "we do", "you do it together" and "you do" with debrief/reflection at the end to increase student engagement, content retention and provide a deeper understanding of content skills for independence. In addition, the thinking strategies language will be embedded into instruction to increase higher-level thinking on the part of students. Continual monitoring (lesson plan feedback and walkthroughs), training of new staff and coaching observations w/debrief will be conducted by principal and/or instructional coach to ensure fidelity of the instructional structure across all grade levels. (SWP 1-5, 9)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the use of grade-appropriate student data notebooks to provide students on-going timely feedback to assist in establishing a classroom learning culture based on student ownership and high expectations for learning. Students will set goals and monitor their own progress through the use of data notebooks. (SWP 1-3; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach, Counselor and Certified Staff

Activity - Preschool/Kindergarten Readiness Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Academic Support Program Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Instructional Coach, Preschool Teacher and Kindergarten Teachers

Activity - Setting Instructional Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use standard-congruent learning targets and higher-level essential questions before, during and at the end of the gradual release of responsibility structure to provide a clear and assessed focus for student learning. Teachers will have a designated area where learning targets and essential questions are displayed for student access. Learning targets will be monitored through weekly lesson plan checks and classroom walkthroughs. (SWP 1-5; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Writing Across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will utilize journals to embed writing across all content areas (math, reading, science, social studies, language mechanics) to provide opportunities to increase student writing and deepen content understanding. (SWP 1-3; 5, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Policy and Process Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a schoolwide master schedule that supports a strong literacy and mathematics foundation while also providing time for all students to be provided with specific skills-based learning in reading and math to address learning deficits and/or enrich learning. In addition, the master schedule will ensure that highly qualified staff are certified in the content area they are teaching. Para-educators utilized for intervention have the educational background set forth by the district. (SWP 2, 3, 5, 9)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Instructional Coach

Activity - PBIS/ABRI Support System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide positive behavior support systems are practiced by all staff to ensure a positive, safe environment conducive to high levels of learning. A school ABRI team meets on planning days through collaboration with University of Louisville to analyze academic and behavioral data for the purpose of improving instruction. In addition, the school counselor provides professional learning to new staff on school-wide expectations related to the PBIS support system. (SWP 4, 5, 8-10)	Academic Support Program Behavioral Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, School Counselor, ABRI Team and Teachers

Activity - Preschool Stepping Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers and Preschool Teacher

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use a variety of formative assessment techniques along with focused data collection methods to check progress of proficient learning of standards. Teachers will continue utilization of strategies from book study for a more effective formative assessment system. Progress will be monitored through PLCs, teacher planning days, etc. (SWP 1-5; 8, 9)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach and Certified Staff

Activity - Incoming Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Behavioral Support Program Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC Coordinator and School Counselor

Comprehensive School Improvement Plan

Overdale Elementary School

Strategy3:

Math Initiative - Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in math through Professional Learning Communities and Teacher Planning Days. Learning systems and best practice math instructional strategies will be utilized by classroom teachers.

Category: Continuous Improvement

Research Cited:

Activity - Rigorous Math Instruction Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in math workshop model training with an emphasis on Thinking Strategies through planning days, faculty meetings, PLCs, school professional development days, etc. to increase teacher capacity in implementing more rigorous math "thinking" instruction to ensure students are fluent in mathematical conceptual understanding as dictated by the KCAS math standards. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers

Activity - Core Math Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and staff will utilize Eureka Math and Go Math as tools to provide standards-based, rigorous math instruction. This will be implemented in Kindergarten through fifth grade to enhance math instruction more aligned to the common core standards and provides the necessary conceptual understanding of math. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Direct Instruction Academic Support Program Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, ESS and Instructional Tutors

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family math night to allow parents the opportunity to experience/learn various math strategies aligned with the math common core standards to provide parents support when helping their child with homework. In addition, college and career activities related to math are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, and Classroom Teachers

Activity - Thinking Strategies Embedded-Instruction (Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in professional learning to continue embedding thinking strategies into math instruction. Job-embedded professional learning will take place during faculty meetings, planning days PLCs, etc. Teachers identify the specific strategies to incorporate during math instruction to increase and deepen student understanding of math concepts. (SWP 1-5; 8-10)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Mustang Math/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$11700 - Title I Part A \$8900 - State Funds	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will incorporate the best practice strategy of CSA (concrete to semi-concrete to abstract) in math instruction to provide scaffolding for the purpose of improving conceptual understanding of math concepts. Teachers will improve their use of this strategy through collaboration in PLCs and team planning with the instructional coach. (SWP 1-5; 8-10)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Certified Staff

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 47.3% to 61.2% by 05/31/2017 as measured by KPREP.

Strategy1:

Differentiated Skills Instruction - Students in the gap group will receive differentiated instruction during Racing Readers/Mustang Math in specific areas related to literacy and math utilizing specific interventions based on data.

Category: Continuous Improvement

Research Cited:

Activity - Multisensory Approach to Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Academic Support Program Professional Learning Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Special Education Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2016	12/31/2016	\$48500 - State Funds	Principal, RTA Certified Teacher

Activity - RTI/Reading Racers/Mustang Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$83190 - Title I Part A \$9984 - State Funds	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, School Counselor, Instructional Tutor and Classroom Teachers

Activity - Vocabulary/Language Mechanics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Strategy2:

Progress Monitoring - Students in the non-duplicated gap group will be monitored monthly during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessment Standards Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Principal

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Monthly RTI PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will be collected weekly through curriculum-based probes in reading, math and writing. In addition, multiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Policy and Process Other	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Classroom Teachers

Activity - Novice Reduction Plan Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will be adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Goal 3:

All teachers at Overdale will become Next Generation Professionals.

Measurable Objective 1:

demonstrate a proficiency by improving Domain 3: Classroom Instruction by 05/31/2018 as measured by the TPGES Rubric..

Strategy1:

TPGES Focus - Teachers will work to plan and implement instruction aligned with the Accomplished/Exemplar elements and indicators of TPGES Domain 3-Instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer observers will participate in trainings, as needed, to provide information regarding process and documentation in CIITS. Peer observers will provide feedback to colleagues to improve Domain 3: Classroom Instruction. (SWP 1, 2, 8, 9)	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Peer Observers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Professional and Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create professional and student growth goals. These growth goals will be monitored and data will be analyzed in planning days, PLCs, faculty meetings, and individual conferences. Teachers will collaborate on instructional strategies used to reach professional and student growth goals. (SWP 2, 4, 5, 8, 10)	Other	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Certified Staff

Activity - Instructional Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in team planning with the instructional coach one day a week to design and implement instructional plans that include rigorous activities, higher-level questioning, a variety of discussion techniques, intellectual engagement and effective use of formative assessment aligned with Domain 3: Classroom Instruction. Feedback will be provided to teachers on instructional plans by principal as needed. (SWP 1, 2, 3, 8, 9)	Other	01/01/2016	12/31/2016	\$0 - No Funding Required	Principal, Instructional Coach and Certified Teachers

Goal 4:

Reduce the number of students scoring novice in reading to 9.25% and math to 6.9% by 2020.

Measurable Objective 1:

increase student growth by reducing novice to 17.3% in reading and 10.9% in math by 05/31/2017 as measured by K-PREP..

Strategy1:

Skills-Targeted Instruction - Reading - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in reading to provide them skill-targeted instruction on reading skill deficits.

Category: Learning Systems

Research Cited:

Activity - Reading Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine student placement in RtI, such as, MAP data, DRA data, common assessment data, etc. RtI will provide focused intervention on specific skill deficits related to basic fluency and comprehension using a variety of tools- Lexia, Reading Plus, Literacy Wings, Literacy by Design, etc. Progress of student RtI data is sent home monthly updating parents of tier placement and progress. (SWP 1, 2, 6, 8, 9 ,10)	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$81700 - Title I Part A \$8900 - State Funds	Principal, Instructional Coach, Intervention Teacher, Teachers and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Racing Readers Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum reading skills specifying RIT band skills per student groups and assessment cycles to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high, quality instructional frameworks with intentional learning activities for students. (SWP 1, 2, 8, 9, 10)	Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Compass Climbers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice in reading, based on multiple data sources, will participate in technology-based differentiated activities on Compass Learning for 30-minute sessions daily based on MAP score placement. Progress will be monitored by instructional tutor and classroom teachers of participating students. (SWP 1, 2, 8, 9, 10)	Technology Academic Support Program	01/01/2016	05/01/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

Novice Progress Monitoring - Administration, instructional coach, and teachers will be involved in monitoring progress of novice students using a variety of activities.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction SMART Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set SMART goals for novice reduction in reading and math for fall, winter and spring MAP testing based on previous testing scores for individual classrooms and as a grade level. Through this process, teachers will identify students they will target to move towards proficiency. SMART goals will be monitored after each testing cycle through PLCs and principal/teacher conferences. (SWP 1,2,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input from novice reduction action plans per grade level. During PLCs, reading and math plans will be monitored for student achievement and growth. Plans will be monitored after MAP testing by teachers/administration to monitor growth of students scoring novice. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Reading Racers / Mustang Math Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will monitor and provide feedback on instructional frameworks/structures submitted by teachers and conduct informal walk-throughs to ensure quality focused learning activities aligned to RIT bands and provide support for teachers and instructional tutors/Title One assistants as necessary. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and instructional coach

Activity - RTI Data PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl data PLCs will meet monthly to analyze reading and math novice student data, update proficiency plans, adjust interventions, and move students in tiers based on multiple sources of data. Data sources used will be fluency and/or MAZE probes for reading and computation and/or application probes for math. (SWP 1,8,9,10)	Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Strategy3:

Skills-Targeted Instruction - Math - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in math to provide them skill-targeted instruction on math skill deficits.

Category: Learning Systems

Research Cited:

Activity - Mustang Math Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum math skills specifying MAP RIT band skills per student groups and assessment cycles to use formative assessment to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high quality instructional frameworks with intentional learning activities for students. (SWP 1,2,8,9, 10)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Teachers

Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine placement such as math fluency assessments, common assessments, MAP scores, etc. Focused intervention will be provided by utilizing various tools such as: Dreambox, EERTI strategies, Compass Learning, etc. (SWP 1,2,6,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$83190 - State Funds	Principal, Instructional Coach, Intervention Teacher, Classroom Teachers and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - ESS Compass Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice in math will be provided individualized technology based instruction using Compass Learning two days a week before school for 45 minute sessions. Progress on math skills mastery will be monitored through PLCs. (SWP 1,2,9,10)	Technology Academic Support Program Tutoring	01/01/2017	12/31/2017	\$1000 - State Funds	Principal, Instructional Coach, and Instructional Tutor

Activity - Math Conceptual Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize manipulative based math instruction to provide a concrete conceptual understanding while utilizing "catch and release" during core instruction to help transition students to semi-concrete conceptual mathematical understanding. (SWP 1,2,3,9)	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach and Teachers

Goal 5:

Program Review

Measurable Objective 1:

collaborate to increase PL/CS, Arts and Humanities and Writing Program Reviews to show growth towards proficiency to distinguished. by 05/31/2017 as measured by PL/CS, Arts and Humanities and Writing Program Review rubric scores.

Strategy1:

Collaboration Initiative - Program Review PLCs will collaborate to gather evidence for program review characteristics which will occur on on planning days, faculty meetings, PLC meetings, etc.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Chair Collaboration Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review chairs will be provided with time in the master schedule to collaborate in regards to evidence collection, monitoring of program review for proficiency to distinguished scores and cross-reference evidence across program review rubrics. (SWP 1, 2, 5, 8, 10)	Policy and Process Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach and Program Review Chairs

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Program Review PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review chairs and PLCs will meet on planning days to clarify understanding of Program Review characteristics to ensure all staff know and understand each characteristic, indicator and rubric levels. PLCs will discuss evidence collection process, identify strengths/weaknesses of current program reviews and collaborate to implement school-wide opportunities for students related to PL/CS, Arts and Humanities and Writing. (SWP 1, 2, 4, 5, 8-10)	Professional Learning Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, School Counselor, Instructional Coach, Program Review Chairs and Teachers

Activity - Evidence Collection Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Program Review PLCs will analyze evidence submitted for characteristics/indicators for triangulation to ensure multiple data sources are tied to quality evidence. (SWP 1, 2, 8, 9, 10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Program Review PLCs and Teachers

Goal 6:

TELL Survey

Measurable Objective 1:

collaborate to develop and implement a plan to improve the climate and culture through the recognition of faculty for their accomplishments. by 12/31/2017 as measured by survey data.

Strategy1:

Improve Climate and Culture - Staff will be recognized through Points of Praise program, monthly drawings, attendance incentives, etc. to improve climate and culture throughout the building thus improving staff attendance.

Category: Continuous Improvement

Research Cited:

Activity - Points of Praise	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff collaborate to recognize others in the building for positive actions through an electronic Monday Memo that is shared with all staff. These staff member's names are then put into a drawing for monthly incentives. (SWP 5)	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	All staff members

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will be recognized for 100% weekly attendance by receiving a "free jeans day" coupon. Thus, hoping to improve staff attendance.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	All staff members

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

SBDM Council Members:

Jenny Costin, Teacher

Wendi Toyama, Teacher

Caitlin Valdez, Teacher

Melody Walls, Teacher

Cheryl Stafford, Parent

Nathan Cornetet, Parent

Certified Staff Members:

Katie Hicks, Teacher

Jennifer Meyer, Teacher

Cindy Smith, Teacher

Whitney Voyles, Teacher

Relationship Building

Overall Rating: 3.57

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

Comprehensive School Improvement Plan

Overdale Elementary School

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

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

Comprehensive School Improvement Plan

Overdale Elementary School

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

Advocacy

Overall Rating: 3.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

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

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

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

Community Partnerships

Overall Rating: 3.5

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

Areas of Strength:

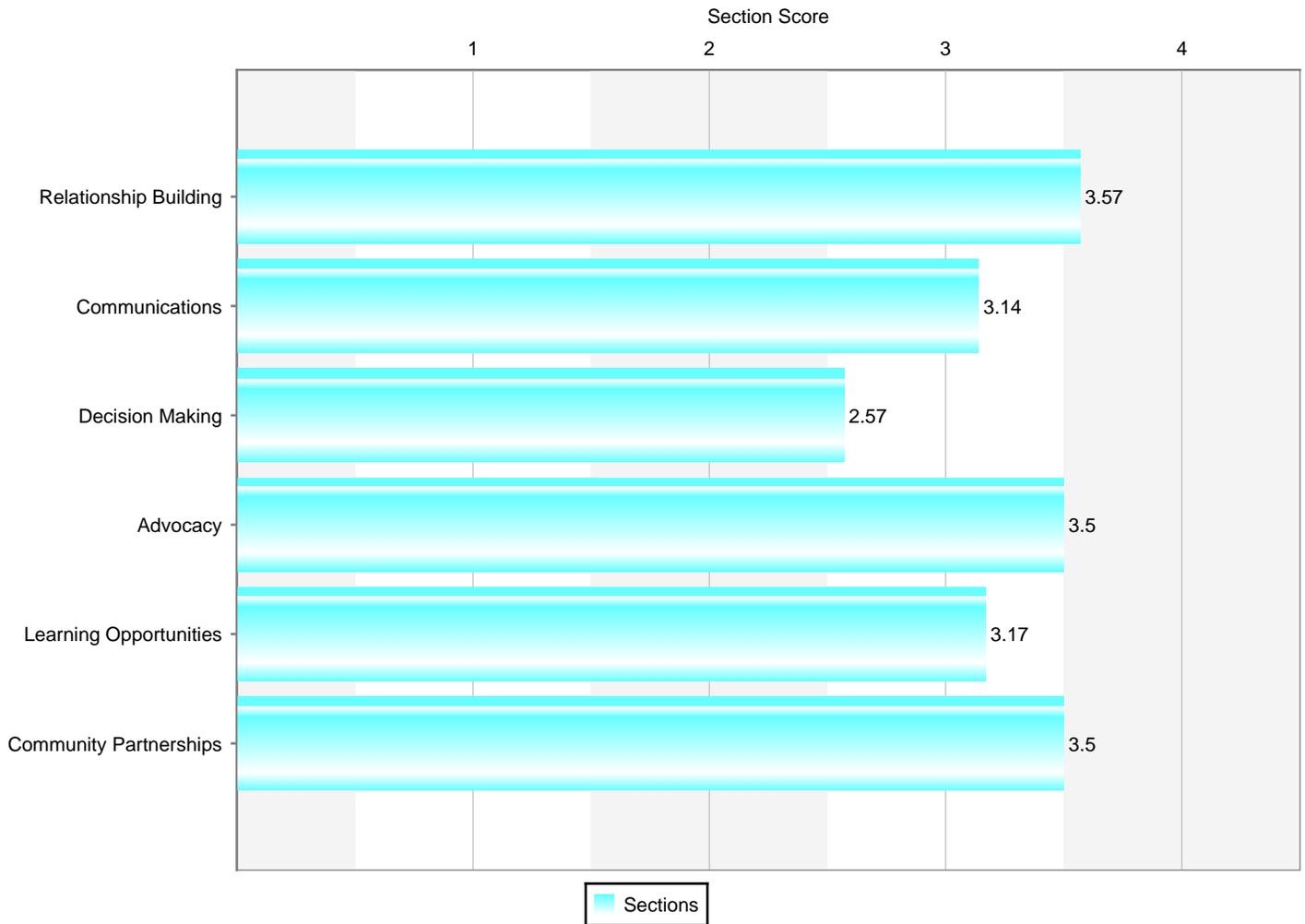
- two-way communication (written and electronic) between home and school with parent conferences scheduled each semester
- support from district and outside agencies to help meet the needs of students and families
- increased parental involvement in all aspects
- systematic ways to welcome new families and students to our school

Areas of Improvement:

- lack of parental involvement on school improvement committees, voting in elections, and participating in surveys
- continue to work on ways to provide workshop trainings to parents
- continue to look for willing businesses to partner with for student achievement

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Stakeholders (teachers, parents, school administration) were engaged in the development of the improvement plan by providing input to administration/school council from input during a faculty meeting and a planning day for needs assessment, data analysis and CSIP review for feedback. SBDM council was utilized to review all components of the CSIP and revise/edit goals/strategies/activities as input received. Meetings were scheduled with school staff, stakeholders and/or school administration members during the school day and after school to complete the improvement plan. All meetings were scheduled to ensure full participation of chosen individuals to assist with creating and reviewing the improvement plan.

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

Teacher (all certified teachers) responsibilities in the process were to analyze data in groups and develop needs assessment information related to data and give input on some strategies included in the plan. School administration (counselor and instructional coach) reviewed non-academic data to assist in the development in the improvement plan. Two parents from SBDM council reviewed CSIP to provide feedback on goals/activities/strategies which also included teacher representatives. In addition, all staff members were provided input on the improvement plan at a faculty meeting. In addition, changes were made to the plan based on input from the staff and SBDM members.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

Final improvement plan was communicated to staff electronically and through faculty meetings, PLCs and planning days. Stakeholders received information on progress through PLCs, SBDM Council meetings and individual requests for progress as requested from principal. In addition, discussion of CSIP components from last year to this were discussed at SBDM meeting to help council get a better understanding of strategies related to data. The final improvement plan will also be posted on the school website and E-News for all stakeholders to view.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Data sources used at Overdale Elementary to help us ask and answer questions are: K-PREP, MAP, common assessments, attendance data, PBIS data, progress monitoring of academic and behavior through Response to Intervention, DRA, student work samples, and other formative assessment sources. In addition, we wanted to understand what reasons and focus on solutions for findings and determine overall instructional needs for all students with the information we gained from data analysis.

Academic Data:

As a school, Overdale was classified as a Proficient/Progressing school based on state accountability results for the 2015-2016 school year. From analyzing our academic data on K-PREP, our overall score is continuing to increase from year to year, overall proficient/distinguished percentage in reading increased by 1.5 points, overall proficient/distinguished percentage in math increased by 4.2 points and overall proficient/distinguished percentage in writing increased 2.7 points. In reading and math, our percentage of students scoring proficient/distinguished is the highest it has been in five years. We are above the district and state proficient/distinguished percentages in all areas. Our non-duplicated GAP group proficient/distinguished percentage in math is significantly higher than both the district and the state percentages. Our overall achievement score decreased by 2 percent, our overall growth score decreased by 3 percent, and our overall gap score decreased by 1.3 percent, which are areas of concern. Other areas of concern are social studies with a decrease of 10.5 percent and language mechanics with a decrease of 14.3 percent. Our non-duplicated GAP group proficient/distinguished percentage in language mechanics is lower than both the district and the state percentages.

K-PREP data analysis occurred in collaboration with school leadership team and teachers during Professional Learning Communities, district planning day in October 2016 and review with SBDM council members. Teachers at Overdale utilize MAP testing, common assessment data and other formative assessment data (exit slips, student writing responses, conferring, etc.) to help us identify "gap" skills that students are missing related to content area strands. These sources help us identify needs and plan more targeted instruction to fill in gaps in student understanding because K-PREP does not give us this specific information. The data provided from K-PREP cut scores provides us with information regarding students that were close to apprentice, proficient and distinguished in reading and math so we can work to provide instruction to ensure they reach proficiency or higher as their scores indicate need.

DRA data in Grades K-2 assist primary teachers in progress monitoring students reading on grade level by the end of the year. This assessment is given 3 times a year to provide teachers with information to help provide more supports for students below grade level regarding fluency and comprehension. Rtl data is analyzed monthly at grade level PLCs for all students in K-5 to monitor learning on "gap" skills needed to master grade level standards and help reach proficiency. The leadership team, teachers and instructional assistants review this data at PLCs and other grade level meetings to make adjustments to planning and instruction in our core instruction to address strengths/areas of improvement based on data.

Non-Academic Data:

Attendance has been a focus area for Overdale Elementary for the past three years. Attendance has improved this year as compared to the year before. When monthly attendance rankings come out from district reports, Overdale now ranks anywhere between the 3rd and the 6th out of the 13 elementary schools each month. Previously, OES tended to be ranked at the 10th place in the district of elementary schools. In addition, weekly attendance meetings between the school counselor and attendance clerk are showing much less in regards to unexcused SY 2016-2017

absences

and tardies at this point in the year. We still have need in regards to tardies and the data does not always tell us specific strategies to address working with families in regards to communicating the importance of being at school on time. Our motto is "It is important for your child to be at school ALL day, EVERY day!" Strategies to address attendance are the "at-ten-dance", providing dress up (correlating work ethic) days each month for students who have perfect attendance monthly and recognizing classes with perfect attendance on our daily, morning broadcast.

TELL survey data from last year indicated that teachers strongly agree with the way student conduct is managed within the school. Teachers reported that students at Overdale understand and follow the school expectations. Efforts will be made this year to minimize the amount of routine paperwork teachers are required to complete on a weekly basis, as evidenced by TELL survey results 66% of the teachers reported that the amount of routine paperwork was excessive. Efforts will be made to minimize the amount of paperwork teachers must complete by collaborative work during PLCs. In addition, 43% of teachers reported that they did not feel trusted to make sound professional decisions about instruction. For this reason, the focus will be on empowering teachers to make professional decisions about instruction with the collaboration of the administration. The TELL Survey data was analyzed with the SBDM council for results to identify areas of need and focused on the area related to recognizing teachers for their accomplishments. Due to high scores, regard the other areas above that contradicted feelings of mutual respect and trust data, the council felt this data did not really provide us with the why behind this statement.

The Missing Piece data related to parent engagement showed that building relationships with families is improving along with communication. We still have ways to improve in regards to SBDM elections and getting more parents involved in voting and participating in general. Parent surveys, given by the school or district, still do not receive many responses. The data does not tell us why parents don't respond and surveys are sent electronically and are available in hard copies as well.

Conclusion:

Data analysis results overall prioritize a continued laser-like focus on increasing proficiency in reading, math, social studies, writing, and language mechanics. We will continue to focus on novice reduction in all content strands and increasing proficiency of students in the non-duplicated gap group. Non-academic data areas to address are continuing to improve attendance, parental involvement and empowering teachers to make sound instructional decision in collaboration with administration. The data in academic and non-academic data sources tells us areas to address, but does not always provide the "why" behind that data.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The areas of strength we noted from data analysis are: reading, math, and writing. These are areas to celebrate because overall proficient/distinguished percentage in reading increased by 1.5 points, overall proficient/distinguished percentage in math increased by 4.2 points and overall proficient/distinguished percentage in writing increased 2.7 points. This is cause for celebration because the data tells us we are increasing proficiency in most content areas which means we are meeting academic needs by increasing rigor for students while using growth to increase proficiency. The actions we are implementing to sustain areas of strength in reading relate to the continued use of planning based on the Common Core standards. In addition, intermediate grade levels are focused on teaching standards through novels to provide richer, rigorous experience for students with authentic complex texts to teach the standards. In primary, guided reading continues to provide small group support for students to provide the needed scaffolding for reading on-grade level. Reading Racers, previously known as clinics, will provide students with skills they are missing to fill in the gaps for reading skills. Teachers have focused on a strong reading-writing connection so students can understand the structure of texts as it relates to writing texts and embedding language mechanics as applicable.

Data in primary grades shows from MAP and common assessments shows an increase in math proficiency with a school-wide focus on providing students with a strong conceptual knowledge of math skills instead of focusing strictly on computation by utilizing the CSA model for math scaffolding for the purpose of students using mental strategies for math understanding, not just procedural knowledge. Staff continues to use Eureka Math and Go Math as resources to teach the standards through the workshop model structure and using formative assessment to know when students are ready for the semi-concrete and abstract mathematical understanding in their learning. In addition, writing instruction is an area of strength. Students are given many opportunities to write across content areas and are provided with specific feedback to further their growth as writers. In addition, teachers are planning more focused writing instruction to teach the writing traits to enhance student writing skills.

The best practice and researched method of teaching through the Gradual Release of Responsibility (Fisher & Frey) is a structure that all teachers utilized as their instructional structure. This structure helps to create a shared vision of learning for all teachers in our school. Learning targets and essential questions have area a strength for our school to provide reflection time for students to think about content learning and mastery of targets. Attendance has been an area of strength and will continue to implement the strategies we have implemented from our attendance plan. In addition, we will work to communicate with parents the importance of their child attending school and its benefits through newsletters and other communication methods.

Opportunities for Improvement

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

According to our data analysis, areas in need of improvement are: social studies and language mechanics. Plans to address social studies issues are deeper understanding of content standards through project based learning and the connection of informational reading standards within social studies text.

To address the language mechanics concerns every grade level will scheduled devoted time for explicit language instruction. These skills will then be embedded through authentic writing tasks. A new writing plan will be developed that will include alignment of writing standards, in specific the language portion of the standards.

The non-duplicated gap group will be address through a focus on novice reduction strategies across reading and math by targeting specific students with skill deficits, teachers creating SMART goals for novice reduction, using Compass, Lexia, and Reading Plus (computer-based programs) to provide additional reinforcement of skills, and using response to intervention as a structure for students scoring novice.

Efforts will be made to minimize the amount of routine paperwork teachers complete on a weekly basis. This will occur through PLC collaboration/Google Forms. Teachers will also be empowered to make sound instructional decisions with collaboration from the administration through planning with instructional coach and feedback from the administration.

Conclusion

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

Reflecting on all academic and non-academic data, we will continue to understand the "why" behind sources of data that do not give us specific answers/direction in regards to improvement. However, there are many next steps for us in regards to instruction in content strands and non-academic areas. Formative assessment will continue to be a next step in understanding how to provide feedback through feeding up, checking for understanding, giving feedback and feeding forward students in their learning. Next steps is to put data in action, more effectively, by adjusting instruction for reteaching, reinforcement and reflection for student learning. Student ownership of learning is another aspect to focus on in regards to data notebooks to ensure students know where they are in the formative assessment process. A continued focus on providing high, quality professional learning for teachers at OES to address their areas of need for professional growth as a school and individually is a next step to continue to help teachers improve student learning.

CSIP 16-17

Overview

Plan Name

CSIP 16-17

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 56.9% to 75.3% in 2019.	Objectives: 1 Strategies: 3 Activities: 28	Organizational	\$164374
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.3% to 72.3% in 2019.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$141674
3	Reduce the number of students scoring novice in reading to 9.25% and math to 6.9% by 2020.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$174790
4	Program Review	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
5	TELL Survey	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 56.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Strategy 1:

Literacy Initiative - Learning systems and best practice literacy instructional 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 and writing through Professional Learning Communities and Teacher Planning Days.

Category: Learning Systems

Activity - Core Reading Program Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will continue to implement the Common Core ELA standards with guided reading/novel studies and supplemental texts as necessary. All teachers in Grades Kindergarten through fifth grade and special education teachers will utilize mentor texts to provide students with literacy instruction focused on standards-based learning. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Recruitment and Retention, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High qualified teachers and staff will utilize district funded Compass Learning to supplement the core reading program and help increase reading fluency and comprehension. Overdale will utilize the district funded instructional tutor to provide weekly classes for all students to practice activities in reading or/and math. (SWP 1,2,5, 8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0	District Funding	Principal, Instructional Coach, Teachers and Instructional Tutors
Activity - Racing Readers/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$93174	State Funds, Title I Part A	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will identify areas of improvement and strengths related to writing instruction. Teachers are implementing writing across all content areas (social studies, science, math, language mechanics) through journals and working to connect reading and writing standards through instruction to help students understand and write texts more deeply. In addition, every grade level is administering a monthly on-demand prompt that is brought to PLCs and analyzed for strengths and next steps. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Classroom Teachers
Activity - Conferring/Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will differentiate literacy instruction by providing individualized feedback and direct instruction through one to one conferring and guided reading in primary grades. (SWP 1-5; 8-10)	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers
Activity - Writing Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers (Grades 2-5) will schedule live scoring sessions with instructional coach a minimum of three times a year. All classrooms will participate in an on-demand common assessments following monthly teacher planning days. Student writing will be analyzed in PLCs, planning days, and/or faculty meetings using state released writing rubrics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Classroom Teachers
Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a family literacy night to allow parents the opportunity to experience learning activities aligned with the ELA common core standards and learn about Title 1 school components. In addition, college and career activities related to reading and writing are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$300	State Funds	Principal, Counselor, Certified Teachers
Activity - Foundational Skills/Language Mechanics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will implement authentic foundational skills instruction in their ELA time to increase on-grade level reading and comprehension before entering third grade through DRA assessments, fluency checks, conferring with students while reading, etc.. Teachers will also utilize student writing and mentor texts/exemplar writing as tools to teach language mechanics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers
Activity - Thinking Strategies Embedded-Instruction (Literacy)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Overdale Elementary School

Highly qualified teachers will implement comprehension skills using the Thinking Strategies based on vertical alignment of teaching these strategies across Grades K-5. Evidence of implementation will be monitored through weekly lesson plans, terminology used by teachers and students embedded into instruction. (SWP 1-5, 8-10)	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
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Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-3 are identified through various assessments dictated by Reading Recovery/CIM program requirements. Students are then provided intensive intervention individually (Grade 1) and in small groups (Grades K-3) to address reading skill deficits to help students be on grade level in reading by the end of third grade. Student progress is communicated consistently to parents to keep them informed of their child's reading progress in the program. (SWP 1, 2, 3, 6, 9, 10)	Parent Involvement, Academic Support Program	01/01/2017	12/31/2017	\$50000	Read to Achieve	Principal, Instructional Coach, RTA Teacher and K-3 Teachers

Strategy 2:

Math Initiative - Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in math through Professional Learning Communities and Teacher Planning Days. Learning systems and best practice math instructional strategies will be utilized by classroom teachers.

Category: Continuous Improvement

Activity - Core Math Program Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers and staff will utilize Eureka Math and Go Math as tools to provide standards-based, rigorous math instruction. This will be implemented in Kindergarten through fifth grade to enhance math instruction more aligned to the common core standards and provides the necessary conceptual understanding of math. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Recruitment and Retention, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers, ESS and Instructional Tutors

Activity - Mustang Math/RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$20600	Title I Part A, State Funds	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors

Activity - Family Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Overdale Elementary School

Implement a family math night to allow parents the opportunity to experience/learn various math strategies aligned with the math common core standards to provide parents support when helping their child with homework. In addition, college and career activities related to math are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$300	State Funds	Principal, Counselor, and Classroom Teachers
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Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will incorporate the best practice strategy of CSA (concrete to semi-concrete to abstract) in math instruction to provide scaffolding for the purpose of improving conceptual understanding of math concepts. Teachers will improve their use of this strategy through collaboration in PLCs and team planning with the instructional coach. (SWP 1-5; 8-10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, and Certified Staff

Activity - Rigorous Math Instruction Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will participate in math workshop model training with an emphasis on Thinking Strategies through planning days, faculty meetings, PLCs, school professional development days, etc. to increase teacher capacity in implementing more rigorous math "thinking" instruction to ensure students are fluent in mathematical conceptual understanding as dictated by the KCAS math standards. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0	District Funding	Principal, Instructional Coach, Teachers

Activity - Thinking Strategies Embedded-Instruction (Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will participate in professional learning to continue embedding thinking strategies into math instruction. Job-embedded professional learning will take place during faculty meetings, planning days PLCs, etc. Teachers identify the specific strategies to incorporate during math instruction to increase and deepen student understanding of math concepts. (SWP 1-5; 8-10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Strategy 3:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Activity - Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Overdale Elementary School

Highly qualified teachers will implement the gradual release of responsibility instructional structure of "I do" , "we do", "you do it together" and "you do" with debrief/reflection at the end to increase student engagement, content retainment and provide a deeper understanding of content skills for independence. In addition, the thinking strategies language will be embedded into instruction to increase higher-level thinking on the part of students. Continual monitoring (lesson plan feedback and walkthroughs), training of new staff and coaching observations w/debrief will be conducted by principal and/or instructional coach to ensure fidelity of the instructional structure across all grade levels. (SWP 1-5, 9)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers
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Activity - Setting Instructional Outcomes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will use standard-congruent learning targets and higher-level essential questions before, during and at the end of the gradual release of responsibility structure to provide a clear and assessed focus for student learning. Teachers will have a designated area where learning targets and essential questions are displayed for student access. Learning targets will be monitored through weekly lesson plan checks and classroom walkthroughs. (SWP 1-5; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Classroom Teachers

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will use a variety of formative assessment techniques along with focused data collection methods to check progress of proficient learning of standards. Teachers will continue utilization of strategies from book study for a more effective formative assessment system. Progress will be monitored through PLCs, teacher planning days, etc. (SWP 1-5; 8, 9)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Other	Principal, Instructional Coach and Certified Staff

Activity - Master Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement a schoolwide master schedule that supports a strong literacy and mathematics foundation while also providing time for all students to be provided with specific skills-based learning in reading and math to address learning deficits and/or enrich learning. In addition, the master schedule will ensure that highly qualified staff are certified in the content area they are teaching. Para-educators utilized for intervention have the educational background set forth by the district. (SWP 2, 3, 5, 9)	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Principal and Instructional Coach

Activity - Writing Across Content Areas	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will utilize journals to embed writing across all content areas (math, reading, science, social studies, language mechanics) to provide opportunities to increase student writing and deepen content understanding. (SWP 1-3; 5, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement the use of grade-appropriate student data notebooks to provide students on-going timely feedback to assist in establishing a classroom learning culture based on student ownership and high expectations for learning. Students will set goals and monitor their own progress through the use of data notebooks. (SWP 1-3; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Other	Principal, Instructional Coach, Counselor and Certified Staff
Activity - Higher Level Questioning/Discussion Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly qualified teachers will ask higher-level questions with appropriate "think time" while using strategies to ensure all students have an opportunity to respond for more engaging learning. In addition, discussion techniques, such as, accountable talk, intentional talk, etc. will be implemented through the gradual release of responsibility structure to produce independent thinking. Teachers will be involved in learning about, creating higher-level questions and consistently implementing appropriate questioning techniques during faculty meetings, planning days, PLCs, etc. (SWP 1, 2, 4, 5, 8, 9)	Recruitment and Retention, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers
Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Policy and Process, Parent Involvement	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors
Activity - Preschool Stepping Up Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Kindergarten Teachers and Preschool Teacher
Activity - Incoming Kindergarten Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Overdale Elementary School

The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Parent Involvement, Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	FRC Coordinator and School Counselor
Activity - Preschool/Kindergarten Readiness Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach, Preschool Teacher and Kindergarten Teachers
Activity - PBIS/ABRI Support System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide positive behavior support systems are practiced by all staff to ensure a positive, safe environment conducive to high levels of learning. A school ABRI team meets on planning days through collaboration with University of Louisville to analyze academic and behavioral data for the purpose of improving instruction. In addition, the school counselor provides professional learning to new staff on school-wide expectations related to the PBIS support system. (SWP 4, 5, 8-10)	Behavioral Support Program, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, School Counselor, ABRI Team and Teachers

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.3% to 72.3% in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.3% to 61.2% by 05/31/2017 as measured by KPREP.

Strategy 1:

Differentiated Skills Instruction - Students in the gap group will receive differentiated instruction during Racing Readers/Mustang Math in specific areas related to literacy and math utilizing specific interventions based on data.

Category: Continuous Improvement

Activity - RTI/Reading Racers/Mustang Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Overdale Elementary School

Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$93174	State Funds, Title I Part A	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff
Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	District Funding	Principal, School Counselor, Instructional Tutor and Classroom Teachers
Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$48500	State Funds	Principal, RTA Certified Teacher
Activity - Vocabulary/Language Mechanics Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Classroom Teachers
Activity - Multisensory Approach to Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Professional Learning, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal and Special Education Teachers

Strategy 2:

Progress Monitoring - Students in the non-duplicated gap group will be monitored monthly during PLCs.

Category: Continuous Improvement

SY 2016-2017

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Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Monthly RTI PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will collected weekly through curriculum-based probes in reading, math and writing. In addition, mutiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Other, Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, and Classroom Teachers
Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Classroom Teachers
Activity - Common Assessment Standards Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Classroom Teachers, Instructional Coach and Principal
Activity - Novice Reduction Plan Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Goal 3: Reduce the number of students scoring novice in reading to 9.25% and math to 6.9% by 2020.

Measurable Objective 1:

increase student growth by reducing novice to 17.3% in reading and 10.9% in math by 05/31/2017 as measured by K-PREP..

Strategy 1:

Skills-Targeted Instruction - Reading - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in reading to provide them skill-targeted instruction on reading skill deficits.

Category: Learning Systems

SY 2016-2017

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Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Racing Readers Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum reading skills specifying RIT band skills per student groups and assessment cycles to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high, quality instructional frameworks with intentional learning activities for students. (SWP 1, 2, 8, 9, 10)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach and Teachers

Activity - Reading Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine student placement in Rtl, such as, MAP data, DRA data, common assessment data, etc. Rtl will provide focused intervention on specific skill deficits related to basic fluency and comprehension using a variety of tools-Lexia, Reading Plus, Literacy Wings, Literacy by Design, etc. Progress of student Rtl data is sent home monthly updating parents of tier placement and progress. (SWP 1, 2, 6, 8, 9, 10)	Parent Involvement, Academic Support Program	01/01/2017	12/31/2017	\$90600	Title I Part A, State Funds	Principal, Instructional Coach, Intervention Teacher, Teachers and Instructional Tutors

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALL students, K-2, receive guided reading instruction from highly qualified teachers in their core reading program. Students scoring in the novice range receive guided reading from their classroom teacher in addition to the intervention they receive during their Rtl block. Teachers are utilizing strategies based on the work of Jan Richardson and research based materials. (SWP 2, 3, 4, 9, 10)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers

Strategy 2:

Skills-Targeted Instruction - Math - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in math to provide them skill-targeted instruction on math skill deficits.

Category: Learning Systems

Activity - Mustang Math Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum math skills specifying MAP RIT band skills per student groups and assessment cycles to use formative assessment to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high quality instructional frameworks with intentional learning activities for students. (SWP 1,2,8,9, 10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, and Teachers

Activity - ESS Compass Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Overdale Elementary School

Students scoring novice in math will be provided individualized technology based instruction using Compass Learning two days a week before school for 45 minute sessions. Progress on math skills mastery will be monitored through PLCs. (SWP 1,2,9,10)	Technology, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$1000	State Funds	Principal, Instructional Coach, and Instructional Tutor
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Activity - Math Conceptual Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize manipulative based math instruction to provide a concrete conceptual understanding while utilizing "catch and release" during core instruction to help transition students to semi-concrete conceptual mathematical understanding. (SWP 1,2,3,9)	Direct Instruction	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach and Teachers

Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine placement such as math fluency assessments, common assessments, MAP scores, etc. Focused intervention will be provided by utilizing various tools such as: Dreambox, EERTI strategies, Compass Learning, etc. (SWP 1,2,6,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$83190	State Funds	Principal, Instructional Coach, Intervention Teacher, Classroom Teachers and Instructional Tutors

Strategy 3:

Novice Progress Monitoring - Administration, instructional coach, and teachers will be involved in monitoring progress of novice students using a variety of activities.

Category: Continuous Improvement

Activity - Novice Reduction SMART Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set SMART goals for novice reduction in reading and math for fall, winter and spring MAP testing based on previous testing scores for individual classrooms and as a grade level. Through this process, teachers will identify students they will target to move towards proficiency. SMART goals will be monitored after each testing cycle through PLCs and principal/teacher conferences. (SWP 1,2,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, instructional coach, and teachers

Activity - Reading Racers / Mustang Math Instructional Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach will monitor and provide feedback on instructional frameworks/structures submitted by teachers and conduct informal walk-throughs to ensure quality focused learning activities aligned to RIT bands and provide support for teachers and instructional tutors/Title One assistants as necessary. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Principal and instructional coach

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - RTI Data PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI data PLCs will meet monthly to analyze reading and math novice student data, update proficiency plans, adjust interventions, and move students in tiers based on multiple sources of data. Data sources used will be fluency and/or MAZE probes for reading and computation and/or application probes for math. (SWP 1,8,9,10)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, instructional coach, and teachers

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input from novice reduction action plans per grade level. During PLCs, reading and math plans will be monitored for student achievement and growth. Plans will be monitored after MAP testing by teachers/administration to monitor growth of students scoring novice. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, instructional coach, and teachers

Goal 4: Program Review

Measurable Objective 1:

collaborate to increase PL/CS, Arts and Humanities and Writing Program Reviews to show growth towards proficiency to distinguished. by 05/31/2017 as measured by PL/CS, Arts and Humanities and Writing Program Review rubric scores.

Strategy 1:

Collaboration Initiative - Program Review PLCs will collaborate to gather evidence for program review characteristics which will occur on on planning days, faculty meetings, PLC meetings, etc.

Category: Continuous Improvement

Activity - Program Review PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review chairs and PLCs will meet on planning days to clarify understanding of Program Review characteristics to ensure all staff know and understand each characteristic, indicator and rubric levels. PLCs will discuss evidence collection process, identify strengths/weaknesses of current program reviews and collaborate to implement school-wide opportunities for students related to PL/CS, Arts and Humanities and Writing. (SWP 1, 2, 4, 5, 8-10)	Policy and Process, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, School Counselor, Instructional Coach, Program Review Chairs and Teachers

Activity - Evidence Collection Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Overdale Elementary School

Teachers and Program Review PLCs will analyze evidence submitted for characteristics/indicators for triangulation to ensure multiple data sources are tied to quality evidence. (SWP 1, 2, 8, 9, 10)	Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Principal, Instructional Coach, Program Review PLCs and Teachers
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Activity - Program Review Chair Collaboration Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review chairs will be provided with time in the master schedule to collaborate in regards to evidence collection, monitoring of program review for proficiency to distinguished scores and cross-reference evidence across program review rubrics. (SWP 1, 2, 5, 8, 10)	Recruitment and Retention, Policy and Process	01/01/2017	12/31/2017	\$0	No Funding Required	Instructional Coach and Program Review Chairs

Goal 5: TELL Survey

Measurable Objective 1:

collaborate to develop and implement a plan to improve the climate and culture through the recognition of faculty for their accomplishments. by 12/31/2017 as measured by survey data.

Strategy 1:

Improve Climate and Culture - Staff will be recognized through Points of Praise program, monthly drawings, attendance incentives, etc. to improve climate and culture throughout the building thus improving staff attendance.

Category: Continuous Improvement

Activity - Points of Praise	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaborate to recognize others in the building for positive actions through an electronic Monday Memo that is shared with all staff. These staff member's names are then put into a drawing for monthly incentives. (SWP 5)	Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	All staff members

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be recognized for 100% weekly attendance by receiving a "free jeans day" coupon. Thus, hoping to improve staff attendance.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	No Funding Required	All staff members

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Response to Intervention	Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine student placement in Rtl, such as, MAP data, DRA data, common assessment data, etc. Rtl will provide focused intervention on specific skill deficits related to basic fluency and comprehension using a variety of tools-Lexia, Reading Plus, Literacy Wings, Literacy by Design, etc. Progress of student Rtl data is sent home monthly updating parents of tier placement and progress. (SWP 1, 2, 6, 8, 9, 10)	Parent Involvement, Academic Support Program	01/01/2017	12/31/2017	\$81700	Principal, Instructional Coach, Intervention Teacher, Teachers and Instructional Tutors
RTI/Reading Racers/Mustang Math	Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$83190	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff
Racing Readers/RTI	Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$83190	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors
Mustang Math/RTI	Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$11700	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors
Total					\$259780	

Other

Comprehensive School Improvement Plan

Overdale Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Highly qualified teachers will use a variety of formative assessment techniques along with focused data collection methods to check progress of proficient learning of standards. Teachers will continue utilization of strategies from book study for a more effective formative assessment system. Progress will be monitored through PLCs, teacher planning days, etc. (SWP 1-5; 8, 9)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Certified Staff
Data Notebooks	All teachers will implement the use of grade-appropriate student data notebooks to provide students on-going timely feedback to assist in establishing a classroom learning culture based on student ownership and high expectations for learning. Students will set goals and monitor their own progress through the use of data notebooks. (SWP 1-3; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Counselor and Certified Staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Setting Instructional Outcomes	Highly qualified teachers will use standard-congruent learning targets and higher-level essential questions before, during and at the end of the gradual release of responsibility structure to provide a clear and assessed focus for student learning. Teachers will have a designated area where learning targets and essential questions are displayed for student access. Learning targets will be monitored through weekly lesson plan checks and classroom walkthroughs. (SWP 1-5; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Classroom Teachers
Kindergarten Readiness	All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Policy and Process, Parent Involvement	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors
Program Review PLCs	Program Review chairs and PLCs will meet on planning days to clarify understanding of Program Review characteristics to ensure all staff know and understand each characteristic, indicator and rubric levels. PLCs will discuss evidence collection process, identify strengths/weaknesses of current program reviews and collaborate to implement school-wide opportunities for students related to PL/CS, Arts and Humanities and Writing. (SWP 1, 2, 4, 5, 8-10)	Policy and Process, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, School Counselor, Instructional Coach, Program Review Chairs and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Guided Reading	ALL students, K-2, receive guided reading instruction from highly qualified teachers in their core reading program. Students scoring in the novice range receive guided reading from their classroom teacher in addition to the intervention they receive during their Rtl block. Teachers are utilizing strategies based on the work of Jan Richardson and research based materials. (SWP 2, 3, 4, 9, 10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Teachers
Best Practice Instruction	Highly qualified teachers will incorporate the best practice strategy of CSA (concrete to semi-concrete to abstract) in math instruction to provide scaffolding for the purpose of improving conceptual understanding of math concepts. Teachers will improve their use of this strategy through collaboration in PLCs and team planning with the instructional coach. (SWP 1-5; 8-10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, and Certified Staff
Core Reading Program Tools	Highly qualified teachers will continue to implement the Common Core ELA standards with guided reading/novel studies and supplemental texts as necessary. All teachers in Grades Kindergarten through fifth grade and special education teachers will utilize mentor texts to provide students with literacy instruction focused on standards-based learning. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Recruitment and Retention, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers
Foundational Skills/Language Mechanics	Highly qualified teachers will implement authentic foundational skills instruction in their ELA time to increase on-grade level reading and comprehension before entering third grade through DRA assessments, fluency checks, conferring with students while reading, etc.. Teachers will also utilize student writing and mentor texts/exemplar writing as tools to teach language mechanics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Classroom Teachers
Incoming Kindergarten Home Visits	The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Parent Involvement, Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	FRC Coordinator and School Counselor
Multisensory Approach to Reading	Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Professional Learning, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal and Special Education Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Conferring/Small Group Instruction	Teachers will differentiate literacy instruction by providing individualized feedback and direct instruction through one to one conferring and guided reading in primary grades. (SWP 1-5; 8-10)	Direct Instruction	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Classroom Teachers
Preschool/Kindergarten Readiness Collaboration	The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Instructional Coach, Preschool Teacher and Kindergarten Teachers
Program Review Chair Collaboration Time	Program Review chairs will be provided with time in the master schedule to collaborate in regards to evidence collection, monitoring of program review for proficiency to distinguished scores and cross-reference evidence across program review rubrics. (SWP 1, 2, 5, 8, 10)	Recruitment and Retention, Policy and Process	01/01/2017	12/31/2017	\$0	Instructional Coach and Program Review Chairs
Attendance Incentive	Staff members will be recognized for 100% weekly attendance by receiving a "free jeans day" coupon. Thus, hoping to improve staff attendance.	Recruitment and Retention	01/01/2017	12/31/2017	\$0	All staff members
Vocabulary/Language Mechanics Instruction	Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Classroom Teachers
Master Schedule	Develop and implement a schoolwide master schedule that supports a strong literacy and mathematics foundation while also providing time for all students to be provided with specific skills-based learning in reading and math to address learning deficits and/or enrich learning. In addition, the master schedule will ensure that highly qualified staff are certified in the content area they are teaching. Para-educators utilized for intervention have the educational background set forth by the district. (SWP 2, 3, 5, 9)	Policy and Process	01/01/2017	12/31/2017	\$0	Principal and Instructional Coach
Thinking Strategies Embedded-Instruction (Literacy)	Highly qualified teachers will implement comprehension skills using the Thinking Strategies based on vertical alignment of teaching these strategies across Grades K-5. Evidence of implementation will be monitored through weekly lesson plans, terminology used by teachers and students embedded into instruction. (SWP 1-5, 8-10)	Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers
Points of Praise	Staff collaborate to recognize others in the building for positive actions through an electronic Monday Memo that is shared with all staff. These staff member's names are then put into a drawing for monthly incentives. (SWP 5)	Recruitment and Retention	01/01/2017	12/31/2017	\$0	All staff members

Comprehensive School Improvement Plan

Overdale Elementary School

Math Conceptual Instruction	Teachers will utilize manipulative based math instruction to provide a concrete conceptual understanding while utilizing "catch and release" during core instruction to help transition students to semi-concrete conceptual mathematical understanding. (SWP 1,2,3,9)	Direct Instruction	01/01/2017	12/31/2017	\$0	Instructional Coach and Teachers
PBIS/ABRI Support System	School-wide positive behavior support systems are practiced by all staff to ensure a positive, safe environment conducive to high levels of learning. A school ABRI team meets on planning days through collaboration with University of Louisville to analyze academic and behavioral data for the purpose of improving instruction. In addition, the school counselor provides professional learning to new staff on school-wide expectations related to the PBIS support system. (SWP 4, 5, 8-10)	Behavioral Support Program, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, School Counselor, ABRI Team and Teachers
Evidence Collection Analysis	Teachers and Program Review PLCs will analyze evidence submitted for characteristics/indicators for triangulation to ensure multiple data sources are tied to quality evidence. (SWP 1, 2, 8, 9, 10)	Policy and Process	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Program Review PLCs and Teachers
Writing Instruction	All grade levels will identify areas of improvement and strengths related to writing instruction. Teachers are implementing writing across all content areas (social studies, science, math, language mechanics) through journals and working to connect reading and writing standards through instruction to help students understand and write texts more deeply. In addition, every grade level is administering a monthly on-demand prompt that is brought to PLCs and analyzed for strengths and next steps. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Classroom Teachers
Common Assessment Standards Mastery	Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Classroom Teachers, Instructional Coach and Principal
Higher Level Questioning/Discussion Techniques	Highly qualified teachers will ask higher-level questions with appropriate "think time" while using strategies to ensure all students have an opportunity to respond for more engaging learning. In addition, discussion techniques, such as, accountable talk, intentional talk, etc. will be implemented through the gradual release of responsibility structure to produce independent thinking. Teachers will be involved in learning about, creating higher-level questions and consistently implementing appropriate questioning techniques during faculty meetings, planning days, PLCs, etc. (SWP 1, 2, 4, 5, 8, 9)	Recruitment and Retention, Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Thinking Strategies Embedded-Instruction (Math)	Highly qualified teachers will participate in professional learning to continue embedding thinking strategies into math instruction. Job-embedded professional learning will take place during faculty meetings, planning days PLCs, etc. Teachers identify the specific strategies to incorporate during math instruction to increase and deepen student understanding of math concepts. (SWP 1-5; 8-10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers
Gradual Release of Responsibility	Highly qualified teachers will implement the gradual release of responsibility instructional structure of "I do", "we do", "you do it together" and "you do" with debrief/reflection at the end to increase student engagement, content retention and provide a deeper understanding of content skills for independence. In addition, the thinking strategies language will be embedded into instruction to increase higher-level thinking on the part of students. Continual monitoring (lesson plan feedback and walkthroughs), training of new staff and coaching observations w/debrief will be conducted by principal and/or instructional coach to ensure fidelity of the instructional structure across all grade levels. (SWP 1-5, 9)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Classroom Teachers
Monthly RTI PLCs	RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will be collected weekly through curriculum-based probes in reading, math and writing. In addition, multiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Other, Policy and Process	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, and Classroom Teachers
Goal Setting	Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Classroom Teachers
Preschool Stepping Up Day	Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Behavioral Support Program, Academic Support Program	01/01/2017	12/31/2017	\$0	Kindergarten Teachers and Preschool Teacher
Novice Reduction Plan	Principal and instructional coach will create novice reduction plans with teacher input from novice reduction action plans per grade level. During PLCs, reading and math plans will be monitored for student achievement and growth. Plans will be monitored after MAP testing by teachers/administration to monitor growth of students scoring novice. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0	Principal, instructional coach, and teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Core Math Program Tools	Highly qualified teachers and staff will utilize Eureka Math and Go Math as tools to provide standards-based, rigorous math instruction. This will be implemented in Kindergarten through fifth grade to enhance math instruction more aligned to the common core standards and provides the necessary conceptual understanding of math. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Recruitment and Retention, Direct Instruction, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Teachers, ESS and Instructional Tutors
Novice Reduction SMART Goals	Teachers will set SMART goals for novice reduction in reading and math for fall, winter and spring MAP testing based on previous testing scores for individual classrooms and as a grade level. Through this process, teachers will identify students they will target to move towards proficiency. SMART goals will be monitored after each testing cycle through PLCs and principal/teacher conferences. (SWP 1,2,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, instructional coach, and teachers
Mustang Math Teaching/Assessment Frameworks	Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum math skills specifying MAP RIT band skills per student groups and assessment cycles to use formative assessment to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high quality instructional frameworks with intentional learning activities for students. (SWP 1,2,8,9, 10)	Professional Learning, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, and Teachers
RTI Data PLCs	Rtl data PLCs will meet monthly to analyze reading and math novice student data, update proficiency plans, adjust interventions, and move students in tiers based on multiple sources of data. Data sources used will be fluency and/or MAZE probes for reading and computation and/or application probes for math. (SWP 1,8,9,10)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, instructional coach, and teachers
Reading Racers / Mustang Math Instructional Feedback	Principal and instructional coach will monitor and provide feedback on instructional frameworks/structures submitted by teachers and conduct informal walk-throughs to ensure quality focused learning activities aligned to RIT bands and provide support for teachers and instructional tutors/Title One assistants as necessary. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0	Principal and instructional coach
Novice Reduction Plan Monitoring	Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Writing Formative Assessment	Highly qualified teachers (Grades 2-5) will schedule live scoring sessions with instructional coach a minimum of three times a year. All classrooms will participate in an on-demand common assessments following monthly teacher planning days. Student writing will be analyzed in PLCS, planning days, and/or faculty meetings using state released writing rubrics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Classroom Teachers
Racing Readers Teaching/Assessment Frameworks	Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum reading skills specifying RIT band skills per student groups and assessment cycles to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high, quality instructional frameworks with intentional learning activities for students. (SWP 1, 2, 8, 9, 10)	Policy and Process, Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach and Teachers
Writing Across Content Areas	Highly qualified teachers will utilize journals to embed writing across all content areas (math, reading, science, social studies, language mechanics) to provide opportunities to increase student writing and deepen content understanding. (SWP 1-3; 5, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Classroom Teachers
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rosetta Stone	All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, School Counselor, Instructional Tutor and Classroom Teachers
Rigorous Math Instruction Learning	Highly qualified teachers will participate in math workshop model training with an emphasis on Thinking Strategies through planning days, faculty meetings, PLCs, school professional development days, etc. to increase teacher capacity in implementing more rigorous math "thinking" instruction to ensure students are fluent in mathematical conceptual understanding as dictated by the KCAS math standards. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Teachers
Compass Learning	High qualified teachers and staff will utilize district funded Compass Learning to supplement the core reading program and help increase reading fluency and comprehension. Overdale will utilize the district funded instructional tutor to provide weekly classes for all students to practice activities in reading or/and math. (SWP 1,2,5, 8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0	Principal, Instructional Coach, Teachers and Instructional Tutors
Total					\$0	

Comprehensive School Improvement Plan

Overdale Elementary School

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Family Literacy Night	Implement a family literacy night to allow parents the opportunity to experience learning activities aligned with the ELA common core standards and learn about Title 1 school components. In addition, college and career activities related to reading and writing are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$300	Principal, Counselor, Certified Teachers
Mustang Math/RTI	Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$8900	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors
Family Math Night	Implement a family math night to allow parents the opportunity to experience/learn various math strategies aligned with the math common core standards to provide parents support when helping their child with homework. In addition, college and career activities related to math are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement, Parent Involvement	01/01/2017	12/31/2017	\$300	Principal, Counselor, and Classroom Teachers
Racing Readers/RTI	Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors
ESS Compass Club	Students scoring novice in math will be provided individualized technology based instruction using Compass Learning two days a week before school for 45 minute sessions. Progress on math skills mastery will be monitored through PLCs. (SWP 1,2,9,10)	Technology, Tutoring, Academic Support Program	01/01/2017	12/31/2017	\$1000	Principal, Instructional Coach, and Instructional Tutor
RTI/Reading Racers/Mustang Math	Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff

Comprehensive School Improvement Plan

Overdale Elementary School

Reading Response to Intervention	Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine student placement in Rtl, such as, MAP data, DRA data, common assessment data, etc. Rtl will provide focused intervention on specific skill deficits related to basic fluency and comprehension using a variety of tools-Lexia, Reading Plus, Literacy Wings, Literacy by Design, etc. Progress of student Rtl data is sent home monthly updating parents of tier placement and progress. (SWP 1, 2, 6, 8, 9, 10)	Parent Involvement, Academic Support Program	01/01/2017	12/31/2017	\$8900	Principal, Instructional Coach, Intervention Teacher, Teachers and Instructional Tutors
Reading Recovery/CIM	A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$48500	Principal, RTA Certified Teacher
Math Response to Intervention	Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine placement such as math fluency assessments, common assessments, MAP scores, etc. Focused intervention will be provided by utilizing various tools such as: Dreambox, EERTI strategies, Compass Learning, etc. (SWP 1,2,6,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$83190	Principal, Instructional Coach, Intervention Teacher, Classroom Teachers and Instructional Tutors
Total					\$171058	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery/CIM	Students in K-3 are identified through various assessments dictated by Reading Recovery/CIM program requirements. Students are then provided intensive intervention individually (Grade 1) and in small groups (Grades K-3) to address reading skill deficits to help students be on grade level in reading by the end of third grade. Student progress is communicated consistently to parents to keep them informed of their child's reading progress in the program. (SWP 1, 2, 3, 6, 9, 10)	Parent Involvement, Academic Support Program	01/01/2017	12/31/2017	\$50000	Principal, Instructional Coach, RTA Teacher and K-3 Teachers
Total					\$50000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	All data was reviewed for the comprehensive needs assessment at a planning day for teachers and school-wide program components were aligned to each activity.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	All instructional reform strategies are research-based and aligned with KCAS. The school schedule provides quality learning time for ALL students. Time is built into the school day for students to receive additional instruction in reading/math as needed per student based on formative assessment data.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool transition meetings are utilized to provide parents and students a solid transition from preschool to Kindergarten. In addition, the preschool teacher communicates with Kindergarten teachers to ensure students are provided the support they need when entering Kindergarten.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Rosetta Stone, Reading Recovery, and Response to Intervention are provided for students scoring significantly below grade level. These interventions are provided to students in addition to their regular core instruction and are based on specific, individualized student need.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Professional learning and building teacher capacity is a strategy used to recruit and retain highly qualified teachers.	

Comprehensive School Improvement Plan

Overdale Elementary School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Overdale Elementary School

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

Comprehensive School Improvement Plan

Overdale Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.bullitt.k12.ky.us/19/Home	

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

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

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

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

Comprehensive School Improvement Plan

Overdale Elementary School

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

TELL Survey

Measurable Objective 1:

collaborate to develop and implement a plan to improve the climate and culture through the recognition of faculty for their accomplishments. by 12/31/2017 as measured by survey data.

Strategy1:

Improve Climate and Culture - Staff will be recognized through Points of Praise program, monthly drawings, attendance incentives, etc. to improve climate and culture throughout the building thus improving staff attendance.

Category: Continuous Improvement

Research Cited:

Activity - Points of Praise	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff collaborate to recognize others in the building for positive actions through an electronic Monday Memo that is shared with all staff. These staff member's names are then put into a drawing for monthly incentives. (SWP 5)	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	All staff members

Activity - Attendance Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will be recognized for 100% weekly attendance by receiving a "free jeans day" coupon. Thus, hoping to improve staff attendance.	Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	All staff members

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Comprehensive School Improvement Plan

Overdale Elementary School

Strategy1:

Literacy Initiative - Learning systems and best practice literacy instructional 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 and writing through Professional Learning Communities and Teacher Planning Days.

Category: Learning Systems

Research Cited:

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High qualified teachers and staff will utilize district funded Compass Learning to supplement the core reading program and help increase reading fluency and comprehension. Overdale will utilize the district funded instructional tutor to provide weekly classes for all students to practice activities in reading or/and math. (SWP 1,2,5, 8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers and Instructional Tutors

Activity - Foundational Skills/Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement authentic foundational skills instruction in their ELA time to increase on-grade level reading and comprehension before entering third grade through DRA assessments, fluency checks, conferring with students while reading, etc.. Teachers will also utilize student writing and mentor texts/exemplar writing as tools to teach language mechanics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will identify areas of improvement and strengths related to writing instruction. Teachers are implementing writing across all content areas (social studies, science, math, language mechanics) through journals and working to connect reading and writing standards through instruction to help students understand and write texts more deeply. In addition, every grade level is administering a monthly on-demand prompt that is brought to PLCs and analyzed for strengths and next steps. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Core Reading Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement the Common Core ELA standards with guided reading/novel studies and supplemental texts as necessary. All teachers in Grades Kindergarten through fifth grade and special education teachers will utilize mentor texts to provide students with literacy instruction focused on standards-based learning. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Recruitment and Retention Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family literacy night to allow parents the opportunity to experience learning activities aligned with the ELA common core standards and learn about Title 1 school components. In addition, college and career activities related to reading and writing are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement Parent Involvement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, Certified Teachers

Activity - Thinking Strategies Embedded-Instruction (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement comprehension skills using the Thinking Strategies based on vertical alignment of teaching these strategies across Grades K-5. Evidence of implementation will be monitored through weekly lesson plans, terminology used by teachers and students embedded into instruction. (SWP 1-5, 8-10)	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Conferring/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate literacy instruction by providing individualized feedback and direct instruction through one to one conferring and guided reading in primary grades. (SWP 1-5; 8-10)	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-3 are identified through various assessments dictated by Reading Recovery/CIM program requirements. Students are then provided intensive intervention individually (Grade 1) and in small groups (Grades K-3) to address reading skill deficits to help students be on grade level in reading by the end of third grade. Student progress is communicated consistently to parents to keep them informed of their child's reading progress in the program. (SWP 1, 2, 3, 6, 9, 10)	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$50000 - Read to Achieve	Principal, Instructional Coach, RTA Teacher and K-3 Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Writing Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers (Grades 2-5) will schedule live scoring sessions with instructional coach a minimum of three times a year. All classrooms will participate in an on-demand common assessments following monthly teacher planning days. Student writing will be analyzed in PLCS, planning days, and/or faculty meetings using state released writing rubrics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Racing Readers/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984 - State Funds \$83190 - Title I Part A	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors

Strategy2:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Research Cited:

Activity - Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement the gradual release of responsibility instructional structure of "I do" , "we do" , "you do it together" and "you do" with debrief/reflection at the end to increase student engagement, content retainment and provide a deeper understanding of content skills for independence. In addition, the thinking strategies language will be embedded into instruction to increase higher-level thinking on the part of students. Continual monitoring (lesson plan feedback and walkthroughs), training of new staff and coaching observations w/debrief will be conducted by principal and/or instructional coach to ensure fidelity of the instructional structure across all grade levels. (SWP 1-5, 9)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the use of grade-appropriate student data notebooks to provide students on-going timely feedback to assist in establishing a classroom learning culture based on student ownership and high expectations for learning. Students will set goals and monitor their own progress through the use of data notebooks. (SWP 1-3; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach, Counselor and Certified Staff

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Preschool/Kindergarten Readiness Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Academic Support Program Professional Learning	01/01/2016	12/31/2016	\$0 - No Funding Required	Instructional Coach, Preschool Teacher and Kindergarten Teachers

Activity - PBIS/ABRI Support System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide positive behavior support systems are practiced by all staff to ensure a positive, safe environment conducive to high levels of learning. A school ABRI team meets on planning days through collaboration with University of Louisville to analyze academic and behavioral data for the purpose of improving instruction. In addition, the school counselor provides professional learning to new staff on school-wide expectations related to the PBIS support system. (SWP 4, 5, 8-10)	Academic Support Program Behavioral Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, School Counselor, ABRI Team and Teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Policy and Process Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use a variety of formative assessment techniques along with focused data collection methods to check progress of proficient learning of standards. Teachers will continue utilization of strategies from book study for a more effective formative assessment system. Progress will be monitored through PLCs, teacher planning days, etc. (SWP 1-5; 8, 9)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach and Certified Staff

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Setting Instructional Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use standard-congruent learning targets and higher-level essential questions before, during and at the end of the gradual release of responsibility structure to provide a clear and assessed focus for student learning. Teachers will have a designated area where learning targets and essential questions are displayed for student access. Learning targets will be monitored through weekly lesson plan checks and classroom walkthroughs. (SWP 1-5; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers

Activity - Higher Level Questioning/Discussion Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will ask higher-level questions with appropriate "think time" while using strategies to ensure all students have an opportunity to respond for more engaging learning. In addition, discussion techniques, such as, accountable talk, intentional talk, etc. will be implemented through the gradual release of responsibility structure to produce independent thinking. Teachers will be involved in learning about, creating higher-level questions and consistently implementing appropriate questioning techniques during faculty meetings, planning days, PLCs, etc. (SWP 1, 2, 4, 5, 8, 9)	Recruitment and Retention Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Incoming Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Academic Support Program Parent Involvement Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC Coordinator and School Counselor

Activity - Writing Across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will utilize journals to embed writing across all content areas (math, reading, science, social studies, language mechanics) to provide opportunities to increase student writing and deepen content understanding. (SWP 1-3; 5, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Preschool Stepping Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers and Preschool Teacher

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a schoolwide master schedule that supports a strong literacy and mathematics foundation while also providing time for all students to be provided with specific skills-based learning in reading and math to address learning deficits and/or enrich learning. In addition, the master schedule will ensure that highly qualified staff are certified in the content area they are teaching. Para-educators utilized for intervention have the educational background set forth by the district. (SWP 2, 3, 5, 9)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Instructional Coach

Strategy3:

Math Initiative - Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in math through Professional Learning Communities and Teacher Planning Days. Learning systems and best practice math instructional strategies will be utilized by classroom teachers.

Category: Continuous Improvement

Research Cited:

Activity - Rigorous Math Instruction Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in math workshop model training with an emphasis on Thinking Strategies through planning days, faculty meetings, PLCs, school professional development days, etc. to increase teacher capacity in implementing more rigorous math "thinking" instruction to ensure students are fluent in mathematical conceptual understanding as dictated by the KCAS math standards. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers

Activity - Core Math Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and staff will utilize Eureka Math and Go Math as tools to provide standards-based, rigorous math instruction. This will be implemented in Kindergarten through fifth grade to enhance math instruction more aligned to the common core standards and provides the necessary conceptual understanding of math. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Academic Support Program Direct Instruction Recruitment and Retention	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, ESS and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family math night to allow parents the opportunity to experience/learn various math strategies aligned with the math common core standards to provide parents support when helping their child with homework. In addition, college and career activities related to math are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, and Classroom Teachers

Activity - Mustang Math/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$8900 - State Funds \$11700 - Title I Part A	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors

Activity - Thinking Strategies Embedded-Instruction (Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in professional learning to continue embedding thinking strategies into math instruction. Job-embedded professional learning will take place during faculty meetings, planning days PLCs, etc. Teachers identify the specific strategies to incorporate during math instruction to increase and deepen student understanding of math concepts. (SWP 1-5; 8-10)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will incorporate the best practice strategy of CSA (concrete to semi-concrete to abstract) in math instruction to provide scaffolding for the purpose of improving conceptual understanding of math concepts. Teachers will improve their use of this strategy through collaboration in PLCs and team planning with the instructional coach. (SWP 1-5; 8-10)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Certified Staff

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 47.3% to 61.2% by 05/31/2017 as measured by KPREP.

Comprehensive School Improvement Plan

Overdale Elementary School

Strategy1:

Progress Monitoring - Students in the non-duplicated gap group will be monitored monthly during PLCs.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Monthly RTI PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will collected weekly through curriculum-based probes in reading, math and writing. In addition, multiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Other Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Classroom Teachers

Activity - Common Assessment Standards Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Principal

Activity - Novice Reduction Plan Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Policy and Process Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy2:

Differentiated Skills Instruction - Students in the gap group will receive differentiated instruction during Racing Readers/Mustang Math in specific areas related to literacy and math utilizing specific interventions based on data.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2016	12/31/2016	\$48500 - State Funds	Principal, RTA Certified Teacher

Activity - Multisensory Approach to Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Professional Learning Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Special Education Teachers

Activity - Vocabulary/Language Mechanics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Direct Instruction Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, School Counselor, Instructional Tutor and Classroom Teachers

Activity - RTI/Reading Racers/Mustang Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984 - State Funds \$83190 - Title I Part A	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff

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

Goal 1:

SY 2016-2017

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Comprehensive School Improvement Plan

Overdale Elementary School

Increase the averaged combined reading and math K-Prep scores for elementary students from 56.9% to 75.3% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Strategy1:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Policy and Process Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Strategy1:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Incoming Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Academic Support Program Behavioral Support Program Parent Involvement	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC Coordinator and School Counselor

Activity - Preschool Stepping Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Behavioral Support Program Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers and Preschool Teacher

Activity - Preschool/Kindergarten Readiness Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Professional Learning Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Instructional Coach, Preschool Teacher and Kindergarten Teachers

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the overall reading and math for Overdale Elementary from 56.9% to 65.4% by 05/31/2017 as measured by K-Prep.

Strategy1:

Math Initiative - Teachers will be involved in a variety of job-embedded professional development opportunities to improve instruction in math through Professional Learning Communities and Teacher Planning Days. Learning systems and best practice math instructional strategies will be utilized by classroom teachers.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Rigorous Math Instruction Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in math workshop model training with an emphasis on Thinking Strategies through planning days, faculty meetings, PLCs, school professional development days, etc. to increase teacher capacity in implementing more rigorous math "thinking" instruction to ensure students are fluent in mathematical conceptual understanding as dictated by the KCAS math standards. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers

Activity - Best Practice Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will incorporate the best practice strategy of CSA (concrete to semi-concrete to abstract) in math instruction to provide scaffolding for the purpose of improving conceptual understanding of math concepts. Teachers will improve their use of this strategy through collaboration in PLCs and team planning with the instructional coach. (SWP 1-5; 8-10)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Certified Staff

Activity - Family Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family math night to allow parents the opportunity to experience/learn various math strategies aligned with the math common core standards to provide parents support when helping their child with homework. In addition, college and career activities related to math are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Parent Involvement Community Engagement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, and Classroom Teachers

Activity - Mustang Math/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement small group skills-based interventions/enrichment using NWEA's Learning Continuum to address skills deficits in math. In addition, students will continue to receive RTI interventions and weekly progress monitoring data will be used to group students flexibly. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$8900 - State Funds \$11700 - Title I Part A	Principal, Instructional Coach, Certified Staff, ESS/Title 1/Instructional Tutors

Activity - Thinking Strategies Embedded-Instruction (Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will participate in professional learning to continue embedding thinking strategies into math instruction. Job-embedded professional learning will take place during faculty meetings, planning days PLCs, etc. Teachers identify the specific strategies to incorporate during math instruction to increase and deepen student understanding of math concepts. (SWP 1-5; 8-10)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Core Math Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers and staff will utilize Eureka Math and Go Math as tools to provide standards-based, rigorous math instruction. This will be implemented in Kindergarten through fifth grade to enhance math instruction more aligned to the common core standards and provides the necessary conceptual understanding of math. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Academic Support Program Recruitment and Retention Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, ESS and Instructional Tutors

Strategy2:

Literacy Initiative - Learning systems and best practice literacy instructional 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 and writing through Professional Learning Communities and Teacher Planning Days.

Category: Learning Systems

Research Cited:

Activity - Family Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a family literacy night to allow parents the opportunity to experience learning activities aligned with the ELA common core standards and learn about Title 1 school components. In addition, college and career activities related to reading and writing are provided for families to learn about careers and colleges. (SWP 4, 6, 10)	Community Engagement Parent Involvement	01/01/2017	12/31/2017	\$300 - State Funds	Principal, Counselor, Certified Teachers

Activity - Writing Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers (Grades 2-5) will schedule live scoring sessions with instructional coach a minimum of three times a year. All classrooms will participate in an on-demand common assessments following monthly teacher planning days. Student writing will be analyzed in PLCS, planning days, and/or faculty meetings using state released writing rubrics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
High qualified teachers and staff will utilize district funded Compass Learning to supplement the core reading program and help increase reading fluency and comprehension. Overdale will utilize the district funded instructional tutor to provide weekly classes for all students to practice activities in reading or/math. (SWP 1,2,5, 8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, Instructional Coach, Teachers and Instructional Tutors

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Conferring/Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will differentiate literacy instruction by providing individualized feedback and direct instruction through one to one conferring and guided reading in primary grades. (SWP 1-5; 8-10)	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will identify areas of improvement and strengths related to writing instruction. Teachers are implementing writing across all content areas (social studies, science, math, language mechanics) through journals and working to connect reading and writing standards through instruction to help students understand and write texts more deeply. In addition, every grade level is administering a monthly on-demand prompt that is brought to PLCs and analyzed for strengths and next steps. (SWP 1-5; 8-10)	Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Foundational Skills/Language Mechanics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement authentic foundational skills instruction in their ELA time to increase on-grade level reading and comprehension before entering third grade through DRA assessments, fluency checks, conferring with students while reading, etc.. Teachers will also utilize student writing and mentor texts/exemplar writing as tools to teach language mechanics. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in K-3 are identified through various assessments dictated by Reading Recovery/CIM program requirements. Students are then provided intensive intervention individually (Grade 1) and in small groups (Grades K-3) to address reading skill deficits to help students be on grade level in reading by the end of third grade. Student progress is communicated consistently to parents to keep them informed of their child's reading progress in the program. (SWP 1, 2, 3, 6, 9, 10)	Academic Support Program Parent Involvement	01/01/2017	12/31/2017	\$50000 - Read to Achieve	Principal, Instructional Coach, RTA Teacher and K-3 Teachers

Activity - Thinking Strategies Embedded-Instruction (Literacy)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement comprehension skills using the Thinking Strategies based on vertical alignment of teaching these strategies across Grades K-5. Evidence of implementation will be monitored through weekly lesson plans, terminology used by teachers and students embedded into instruction. (SWP 1-5, 8-10)	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Racing Readers/RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement skills-based interventions/enrichment using NWEA's Learning Continuum to address skill deficits in all grade levels. In addition, students will continue to receive RTI interventions (Lexia, Reading Plus, Benchmark Literacy guided reading, etc.) using school protocols and weekly progress monitoring and formative assessment data will be used to group students flexibly based on skills. (SWP 1-5; 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984 - State Funds \$83190 - Title I Part A	Principal, Instructional Coach, Certified Teachers and ESS/Title 1/Instructional Tutors

Activity - Core Reading Program Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will continue to implement the Common Core ELA standards with guided reading/novel studies and supplemental texts as necessary. All teachers in Grades Kindergarten through fifth grade and special education teachers will utilize mentor texts to provide students with literacy instruction focused on standards-based learning. Teachers will collaborate to plan units based on standards with congruent learning targets/essential questions on planning days, team planning, PLCs, etc. (SWP 1-5; 8-10)	Direct Instruction Recruitment and Retention Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Strategy3:

Best Practice - All staff will utilize best practices in instruction and assessment to enhance student learning.

Category: Continuous Improvement

Research Cited:

Activity - Incoming Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC Coordinator will make home visits to all incoming Kindergarten students to help create a smooth transition from preschool/early childhood programs to Kindergarten. The FRC Coordinator will collaborate with the school counselor to communicate concerns related to students who may experience academic and behavioral transition issues. (SWP 6, 7, 10)	Parent Involvement Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	FRC Coordinator and School Counselor

Activity - Setting Instructional Outcomes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use standard-congruent learning targets and higher-level essential questions before, during and at the end of the gradual release of responsibility structure to provide a clear and assessed focus for student learning. Teachers will have a designated area where learning targets and essential questions are displayed for student access. Learning targets will be monitored through weekly lesson plan checks and classroom walkthroughs. (SWP 1-5; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Higher Level Questioning/Discussion Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will ask higher-level questions with appropriate "think time" while using strategies to ensure all students have an opportunity to respond for more engaging learning. In addition, discussion techniques, such as, accountable talk, intentional talk, etc. will be implemented through the gradual release of responsibility structure to produce independent thinking. Teachers will be involved in learning about, creating higher-level questions and consistently implementing appropriate questioning techniques during faculty meetings, planning days, PLCs, etc. (SWP 1, 2, 4, 5, 8, 9)	Academic Support Program Recruitment and Retention Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Activity - Gradual Release of Responsibility	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will implement the gradual release of responsibility instructional structure of "I do" , "we do", "you do it together" and "you do" with debrief/reflection at the end to increase student engagement, content retention and provide a deeper understanding of content skills for independence. In addition, the thinking strategies language will be embedded into instruction to increase higher-level thinking on the part of students. Continual monitoring (lesson plan feedback and walkthroughs), training of new staff and coaching observations w/debrief will be conducted by principal and/or instructional coach to ensure fidelity of the instructional structure across all grade levels. (SWP 1-5, 9)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - Preschool Stepping Up Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teachers will collaborate to set a day where preschool students can visit the Kindergarten classroom to learn of academic and behavior expectations and become familiar with the learning environment. (SWP 7)	Academic Support Program Behavioral Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Kindergarten Teachers and Preschool Teacher

Activity - Writing Across Content Areas	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will utilize journals to embed writing across all content areas (math, reading, science, social studies, language mechanics) to provide opportunities to increase student writing and deepen content understanding. (SWP 1-3; 5, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly qualified teachers will use a variety of formative assessment techniques along with focused data collection methods to check progress of proficient learning of standards. Teachers will continue utilization of strategies from book study for a more effective formative assessment system. Progress will be monitored through PLCs, teacher planning days, etc. (SWP 1-5; 8, 9)	Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach and Certified Staff

Activity - Preschool/Kindergarten Readiness Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The preschool teacher, Kindergarten teachers and the instructional coach will meet to review Brigance assessment data to provide the preschool teacher with information to assist in curriculum program development to help ensure students are Kindergarten ready. (SWP 4, 7, 8)	Professional Learning Academic Support Program	01/01/2016	12/31/2016	\$0 - No Funding Required	Instructional Coach, Preschool Teacher and Kindergarten Teachers

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and implement a schoolwide master schedule that supports a strong literacy and mathematics foundation while also providing time for all students to be provided with specific skills-based learning in reading and math to address learning deficits and/or enrich learning. In addition, the master schedule will ensure that highly qualified staff are certified in the content area they are teaching. Para-educators utilized for intervention have the educational background set forth by the district. (SWP 2, 3, 5, 9)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Instructional Coach

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming students in Kindergarten will be given the Brigance assessment to provide data to Kindergarten teachers in regards to student Kindergarten readiness. This data will be shared with parents through parent teacher communication. A Kindergarten open house will be scheduled to provide information related to Kindergarten readiness specific to math and reading and overall Kindergarten Readiness. (SWP 6, 7, 8, 10)	Parent Involvement Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Kindergarten Teachers, and Instructional Tutors

Activity - Data Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will implement the use of grade-appropriate student data notebooks to provide students on-going timely feedback to assist in establishing a classroom learning culture based on student ownership and high expectations for learning. Students will set goals and monitor their own progress through the use of data notebooks. (SWP 1-3; 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - Other	Principal, Instructional Coach, Counselor and Certified Staff

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - PBIS/ABRI Support System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide positive behavior support systems are practiced by all staff to ensure a positive, safe environment conducive to high levels of learning. A school ABRI team meets on planning days through collaboration with University of Louisville to analyze academic and behavioral data for the purpose of improving instruction. In addition, the school counselor provides professional learning to new staff on school-wide expectations related to the PBIS support system. (SWP 4, 5, 8-10)	Academic Support Program Behavioral Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, School Counselor, ABRI Team and 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 47.3% to 61.2% by 05/31/2017 as measured by KPREP.

Strategy1:
Progress Monitoring - Students in the non-duplicated gap group will be monitored monthly during PLCs.
Category: Continuous Improvement
Research Cited:

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Novice Reduction Plan Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Monthly RTI PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will collected weekly through curriculum-based probes in reading, math and writing. In addition, mutiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Policy and Process Other	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Classroom Teachers

Activity - Common Assessment Standards Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Principal

Strategy2:

Differentiated Skills Instruction - Students in the gap group will receive differentiated instruction during Racing Readers/Mustang Math in specific areas related to literacy and math utilizing specific interventions based on data.

Category: Continuous Improvement

Research Cited:

Activity - RTI/Reading Racers/Mustang Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$83190 - Title I Part A \$9984 - State Funds	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff

Activity - Multisensory Approach to Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Academic Support Program Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Special Education Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, School Counselor, Instructional Tutor and Classroom Teachers

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2016	12/31/2016	\$48500 - State Funds	Principal, RTA Certified Teacher

Activity - Vocabulary/Language Mechanics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Goal 3:

Reduce the number of students scoring novice in reading to 9.25% and math to 6.9% by 2020.

Measurable Objective 1:

increase student growth by reducing novice to 17.3% in reading and 10.9% in math by 05/31/2017 as measured by K-PREP..

Strategy1:

Skills-Targeted Instruction - Math - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in math to provide them skill-targeted instruction on math skill deficits.

Category: Learning Systems

Research Cited:

Activity - ESS Compass Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring novice in math will be provided individualized technology based instruction using Compass Learning two days a week before school for 45 minute sessions. Progress on math skills mastery will be monitored through PLCs. (SWP 1,2,9,10)	Tutoring Technology Academic Support Program	01/01/2017	12/31/2017	\$1000 - State Funds	Principal, Instructional Coach, and Instructional Tutor

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Mustang Math Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum math skills specifying MAP RIT band skills per student groups and assessment cycles to use formative assessment to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high quality instructional frameworks with intentional learning activities for students. (SWP 1,2,8,9, 10)	Professional Learning Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Teachers

Activity - Math Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine placement such as math fluency assessments, common assessments, MAP scores, etc. Focused intervention will be provided by utilizing various tools such as: Dreambox, EERTI strategies, Compass Learning, etc. (SWP 1,2,6,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$83190 - State Funds	Principal, Instructional Coach, Intervention Teacher, Classroom Teachers and Instructional Tutors

Activity - Math Conceptual Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize manipulative based math instruction to provide a concrete conceptual understanding while utilizing "catch and release" during core instruction to help transition students to semi-concrete conceptual mathematical understanding. (SWP 1,2,3,9)	Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach and Teachers

Strategy2:

Novice Progress Monitoring - Administration, instructional coach, and teachers will be involved in monitoring progress of novice students using a variety of activities.

Category: Continuous Improvement

Research Cited:

Activity - Novice Reduction SMART Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set SMART goals for novice reduction in reading and math for fall, winter and spring MAP testing based on previous testing scores for individual classrooms and as a grade level. Through this process, teachers will identify students they will target to move towards proficiency. SMART goals will be monitored after each testing cycle through PLCs and principal/teacher conferences. (SWP 1,2,8,9,10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Reading Racers / Mustang Math Instructional Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will monitor and provide feedback on instructional frameworks/structures submitted by teachers and conduct informal walk-throughs to ensure quality focused learning activities aligned to RIT bands and provide support for teachers and instructional tutors/Title One assistants as necessary. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and instructional coach

Activity - RTI Data PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl data PLCs will meet monthly to analyze reading and math novice student data, update proficiency plans, adjust interventions, and move students in tiers based on multiple sources of data. Data sources used will be fluency and/or MAZE probes for reading and computation and/or application probes for math. (SWP 1,8,9,10)	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Activity - Novice Reduction Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will create novice reduction plans with teacher input from novice reduction action plans per grade level. During PLCs, reading and math plans will be monitored for student achievement and growth. Plans will be monitored after MAP testing by teachers/administration to monitor growth of students scoring novice. (SWP 1,2,8,9,10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, instructional coach, and teachers

Strategy3:

Skills-Targeted Instruction - Reading - A variety of resources/tools will be used to provide differentiated instruction to students at the novice level in reading to provide them skill-targeted instruction on reading skill deficits.

Category: Learning Systems

Research Cited:

Activity - Racing Readers Teaching/Assessment Frameworks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create specific learning structures/frameworks for students based on MAP Learning Continuum reading skills specifying RIT band skills per student groups and assessment cycles to adjust instruction. Teachers will use planning days and/or faculty meetings to collaborate in their PLCs to create high, quality instructional frameworks with intentional learning activities for students. (SWP 1, 2, 8, 9, 10)	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Guided Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALL students, K-2, receive guided reading instruction from highly qualified teachers in their core reading program. Students scoring in the novice range receive guided reading from their classroom teacher in addition to the intervention they receive during their Rtl block. Teachers are utilizing strategies based on the work of Jan Richardson and research based materials. (SWP 2, 3, 4, 9, 10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Reading Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who fall in the novice category will be served through Response to Intervention. Multiple sources of data will be used to determine student placement in Rtl, such as, MAP data, DRA data, common assessment data, etc. Rtl will provide focused intervention on specific skill deficits related to basic fluency and comprehension using a variety of tools- Lexia, Reading Plus, Literacy Wings, Literacy by Design, etc. Progress of student Rtl data is sent home monthly updating parents of tier placement and progress. (SWP 1, 2, 6, 8, 9, 10)	Parent Involvement Academic Support Program	01/01/2017	12/31/2017	\$8900 - State Funds \$81700 - Title I Part A	Principal, Instructional Coach, Intervention Teacher, Teachers and Instructional Tutors

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 47.3% to 61.2% by 05/31/2017 as measured by KPREP.

Strategy1:

Differentiated Skills Instruction - Students in the gap group will receive differentiated instruction during Racing Readers/Mustang Math in specific areas related to literacy and math utilizing specific interventions based on data.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Vocabulary/Language Mechanics Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary instruction to assist with language development of students in the non-duplicated gap group will be emphasized while reading authentic texts, the use of thinking strategies to determine word meanings, etc. In addition, practice in isolation will be provided for students who show lack of mastery based on formative assessment data. (SWP 1, 2, 3, 8, 9)	Academic Support Program Direct Instruction	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Classroom Teachers

Activity - RTI/Reading Racers/Mustang Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible grouping, based on individual student MAP scores, will occur daily during RTI/Reading Racers/Mustang Math for small group differentiated instruction utilizing NWEA's Learning Continuum skills using RIT bands and formative assessment data from conferring, guided groups, common assessments, etc. (SWP 1-3; 5, 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$9984 - State Funds \$83190 - Title I Part A	Principal, Instructional Coach, RTA Teacher, ESS/Title 1/Instructional Tutors and Certified Staff

Activity - Multisensory Approach to Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will utilize the multisensory approach to reading to at-risk readers as a springboard with authentic texts to improve foundational reading skills to increase fluency and comprehension. Collaboration to improve implementation use of the multisensory approach and monitoring of student results will occur on planning days, faculty meetings and/or PLCs. (SWP 1-5; 8-10)	Academic Support Program Direct Instruction Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal and Special Education Teachers

Activity - Reading Recovery/CIM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A certified Reading Recovery teacher provides one on one reading instruction for 1st grade students in the bottom 20%; she also provides instruction in CIM small groups for grades K-3. In addition, the RTA teachers provides expertise for our primary teachers for techniques in best practice reading instruction. (SWP 1-3; 8-10)	Academic Support Program	01/01/2016	12/31/2016	\$48500 - State Funds	Principal, RTA Certified Teacher

Activity - Rosetta Stone	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All EL students receive daily instruction from the Rosetta Stone program so that they may become more proficient English readers. (SWP 8-10)	Academic Support Program	01/01/2017	12/31/2017	\$0 - District Funding	Principal, School Counselor, Instructional Tutor and Classroom Teachers

Strategy2:

Progress Monitoring - Students in the non-duplicated gap group will be monitored monthly during PLCs.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Overdale Elementary School

Activity - Common Assessment Standards Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze standards-based common assessment data monthly (alternating reading and math) in PLCs results for the non-duplicated GAP group in classrooms and as a grade level. Teachers will use an excel spreadsheet calculator tool to identify these students with data each month. The data will be used to provide teachers specific standards to reteach and reassess for mastery. (SWP 1, 2, 4, 8, 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Classroom Teachers, Instructional Coach and Principal

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are in the non-duplicated gap group will set reading and math MAP goals. Recognition incentives will be provided for those students who meet their goal. (SWP 9)	Academic Support Program	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Classroom Teachers

Activity - Monthly RTI PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI progress monitoring data will be analyzed monthly during PLCs to determine student placement with in the Tier model. Progress monitoring data will be collected weekly through curriculum-based probes in reading, math and writing. In addition, multiple sources of data are used to make informed decisions about student placement. (SWP 2,8, 9, 10)	Other Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, and Classroom Teachers

Activity - Novice Reduction Plan Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade levels and highly qualified teachers will create novice reduction action plans per grade level during PLCs to monitor reading and math student achievement and growth of novice students. Students growth will be analyzed and discussed during PLCs after each MAP testing cycle and action plans will be adjusted with updated strategies. (SWP 1, 2, 4, 8, 9)	Academic Support Program Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach and Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Comprehensive School Improvement Plan

Overdale Elementary School

Goal 1:

Program Review

Measurable Objective 1:

collaborate to increase PL/CS, Arts and Humanities and Writing Program Reviews to show growth towards proficiency to distinguished. by 05/31/2017 as measured by PL/CS, Arts and Humanities and Writing Program Review rubric scores.

Strategy1:

Collaboration Initiative - Program Review PLCs will collaborate to gather evidence for program review characteristics which will occur on on planning days, faculty meetings, PLC meetings, etc.

Category: Continuous Improvement

Research Cited:

Activity - Evidence Collection Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Program Review PLCs will analyze evidence submitted for characteristics/indicators for triangulation to ensure multiple data sources are tied to quality evidence. (SWP 1, 2, 8, 9, 10)	Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, Instructional Coach, Program Review PLCs and Teachers

Activity - Program Review PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review chairs and PLCs will meet on planning days to clarify understanding of Program Review characteristics to ensure all staff know and understand each characteristic, indicator and rubric levels. PLCs will discuss evidence collection process, identify strengths/weaknesses of current program reviews and collaborate to implement school-wide opportunities for students related to PL/CS, Arts and Humanities and Writing. (SWP 1, 2, 4, 5, 8-10)	Policy and Process Academic Support Program Professional Learning	01/01/2017	12/31/2017	\$0 - No Funding Required	Principal, School Counselor, Instructional Coach, Program Review Chairs and Teachers

Activity - Program Review Chair Collaboration Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review chairs will be provided with time in the master schedule to collaborate in regards to evidence collection, monitoring of program review for proficiency to distinguished scores and cross-reference evidence across program review rubrics. (SWP 1, 2, 5, 8, 10)	Recruitment and Retention Policy and Process	01/01/2017	12/31/2017	\$0 - No Funding Required	Instructional Coach and Program Review Chairs

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?

Overdale Elementary School has approximately 481 students including grades pre-school through grade 5. The population has decreased slightly for the last four years. The original school was founded in the year 1959 and the new building was erected on the same site eight years ago. This beautiful new school is located in the city of Hillview which resides in Northern Bullitt County. Overdale Elementary is a neighborhood school located on Overdale Drive in a suburban community. Overdale is one of the largest elementary schools in Bullitt County with 35 highly qualified certified staff members, including an instructional coach, school counselor, library media specialist, and principal. Four of our teachers are National Board Certified. Overdale's special areas include a full time Art, Music and Physical Education teacher. The staff also includes five special education teachers including two Learning and Behavioral Disabilities teachers, a Speech Language Pathologist, and a teacher for Emotional and Behavior Disabilities and students with autism. In addition, Overdale also shares a Family Resource Center Director with another elementary school in the district. Overdale utilizes two instructional tutors, two Title One instructional assistants and one ESS instructional assistant to help close the gap for our at-risk students. There are four special education instructional assistants to help with instruction. Within the past four years, redistricting occurred in Bullitt County. Due to the redistricting, our English Learner population dips up and down from year to year. Challenges that Overdale Elementary has encountered over the last three years are some transient students, issues with attendance. The community is becoming more involved in the school, but there is a still a need of parental involvement related to school committees, SBDM elections and overall support of school functions.

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 Overdale mission states:

Overdale Elementary School, along with the cooperation of parents, students, and community members, will share the responsibility to equip students to reach high academic and social goals as determined by state and national standard, and to ensure that no child is "left behind".

To accomplish this mission:

We will empower students by:

Encouraging a strong, positive self-image

Providing a comfortable, safe, and caring environment

Challenging students with high expectations of high academic achievement

Teaching appropriate social skills

Utilizing strong and innovative teaching strategies that will raise students' achievement

Demonstrating dedicated leadership

Modeling and promoting respect for all

Believing ALL children can learn and reach their greatest potential

Our mission and beliefs were developed by the SBDM council and continues to be revisited to focus our purpose and decision-making.

Each morning on our broadcast, 'Mustangs in the Morning', after the United States Pledge of Allegiance, Overdale students recite the Overdale pledge: "Today, I will be responsible, respectful, and safe. I am ready to learn so that I can reach my dreams, I am proud to be an Overdale Mustang."

We train students to make good choices utilizing lesson plans and behavioral strategies supported by Positive Behavioral Interventions and Supports (PBIS). We are working to build leaders in our students by teaching the "7 Habits" by Sean Covey through our counseling program and teacher reinforcement by using a common language to build the habits in our students.

We challenge students to set academic MAP goals three times per year. From the MAP scores, we create differentiated learning groups that meet daily in reading and math clinics based on those scores and other data.

Our teachers are trained in the latest "best practices" to help students to reach proficiency and increase academic growth. Teachers have had professional development in writing, questioning, Thinking Strategies and the Workshop Model structure to deliver instruction. These are some of the most recent areas of focused professional development for our teachers. Other interventions such as one to one and small group "conferring" are utilized by our teachers to meet individual needs.

Students can participate in extra-curricular activities, such as: Academic Team, Archery, Kinds Kids Club, Art Club, STLP, STEM/Energy Team, FCA and Chess.

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.

The staff and students of Overdale Elementary have been working hard in the past years to improve academic achievement. We have been a "proficient progressing" school for the last three years. We maintained our growth and achievement in both reading and math. Since we are a Title One school with approximately 62% of our students receiving free or reduced lunch we have a large GAP group. Our non-duplicated GAP group grew significantly in math from 42.4% proficient/distinguished in 14-15 to 47.9% in 15-16.

Areas for improvement next year are to work on novice reduction (especially boys in reading), narrow the gap between boys and girls, improve our overall reading score, and increase our proficiency in all areas.

Additional Information

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

Overdale is a neighborhood community school with strong parental support. Through the efforts of our Family Resource Center, we have continued a program called WATCHDOGS. The fathers of our students volunteer and provide an extra pair of hands in many classrooms. They bring a sense of pride to our students when their fathers volunteer. Our volunteer program continues to benefit our students here at Overdale. We have a very active PTO who supports our students and staff by raising funds to provide instructional materials, technology, and to improve our school grounds. The PTO provided rubber mulch for our playground which is very efficient and attractive. They also maintain the beautification of it throughout the year. In addition, we had over 8,728 volunteer hours donated to our school last year.

Overdale also likes to celebrate success. Once a month, we have a Celebration where students are recognized for attendance, and efforts both academically and behaviorally. At this time, we also identify a student for "Mustang of the Month" in each class. This recognition is for good character. Each day on our morning broadcast, "Mustangs in the Morning", we recognize students who are respectful, responsible and safe by drawing Be Ticket winners each week. Another area worthy of recognition is our Energy Team and Recycling Program. Our students are involved in recycling each day and we have been awarded the Energy Star Award. Overdale also provides educational assistance outside the school year. Through the efforts of our Family Resource Center Director, Overdale has offered a Summer Program for the past two years that provides educational activities