



Comprehensive School Improvement Plan

Burning Springs Elementary
Clay County Public Schools

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Introduction

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

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

Executive Summary

Introduction

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

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

Description of the School

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

Burning Springs Elementary is located just off North Highway 421 in Manchester, KY. Burning Springs is a small, rural community in Clay County. There are 325 students enrolled in Burning Springs Elementary. 84% of enrollment qualifies for free or reduced lunch. 100% of the school population is Caucasian. There are 25 certified staff and 12 classified.

Burning Springs PTO is an active organization that works to provide incentives and support to help Burning Springs Elementary students achieve at the highest level possible. PTO meets monthly and invites all parents to be a part of our organization.

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.

Burning Springs Elementary decided upon a concise mission and vision statement that reflected what the entire staff viewed to be the most important components to ensure our school's success! TEAM FOCUS Together Everyone Accomplishes More Finding Our Children Unique Solutions.

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.

According to KCCT, Burning Springs Elementary met Annual Yearly Progress every year up to 2011-2012.

The Academic Team at Burning Springs has ranked among the top performing district and regional teams. Burning Springs has hosted district and regional competitions over the last 20 years, as well as district-wide academic banquets.

For 19 years, Burning Springs had highest percentage of student attendance in Clay County Public Schools.

Burning Springs, along with all elementary schools in Clay County, began a successful initiative for reading achievement for grades K-3 during the 2010-2011 school year. Support from the Elgin Foundation has been beneficial and will continue throughout 2016.

Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.

Additional Information

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

The SBDM committee is very active at Burning Springs Elementary. They meet monthly and follow a strict agenda. Implementation and Impact checks are conducted on a regular basis to drive plans in the needed direction. Through the committee meetings; priority needs, causes and contributing factors, goals and objectives are discussed and communicated to SBDM council and then to the leadership group can make appropriate revisions to the CSIP as needed. Before the CSIP is presented to SBDM, the plan will go through a peer review process, presented to PTO, and re-evaluated by the staff.

Data analysis is the driving force for instruction at Burning Springs Elementary. Data sources include:

☐ ITBS Data

☐ 2011 NCLB Scores

☐ KPREP

☐ MAP

☐ Discovery Education

☐ TELL

☐ Formative Assessment

KDE Needs Assessment

Introduction

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

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

Data tells us our strengths and weaknesses. Data tells whether students are showing growth so we can monitor our successes and program efficiency.

The data does not offer solutions or tell how to fix the gaps or issues.

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?

Science was the strongest content area at Burning Springs Elementary. According to K-Prep scores, Science was 82.2 under Achievement. Teacher assignments will remain the same for sustainability. New Science Standards will be implemented in 2013-2014 to provide even more rigorous instruction.

Third grade Reading scores on K-Prep reflect that 50% of students scored at Proficient or Distinguished. Students out performed the district average of 49.4% and the state average of 45.9%. The reading initiative will continue to provide consultant and coaching support to ensure improvement and growth.

Continuous data analysis of summative and formative assessments will play a significant role in sustainability.

Opportunities for Improvement

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

Susan Patterson, Imagine It Consultant, will support 4th grade reading classes to ensure rigorous and appropriate instruction is taking place to show growth. Plans are in place to continue the initiative through 6th grade.

A more rigorous and aligned curriculum to the KCAS, Kentucky Core Academic Standards, for all grades. District curriculum coaches will monitor how curriculum is documented at Burning Springs to ensure standards are a primary focus. They are available for additional support as needed or requested.

CIITS, Continuous Instructional Improvement Technology System, is available to all staff through Kentucky Department of Education. Professional development on building assessment will be offered in February 2013 for the CIITS building contact person and leadership. Trainings will be provided through PLC's and after schools sessions. CIITS will be a focus for summer sessions, as well.

Higher order thinking continues to be an area of need for all grade levels. Professional development will be planned for summer 2013.

Conclusion

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

PD planning for CIITS and Higher Order Thinking

Continued coaching and consultant support

Plan for Imagine It! expansion through 6th grade

Review master schedules to ensure efficient time for rigorous instruction and delivery

Continue data analysis

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

Kindergarten students are screened using the following assessments:

Brigance: Peabody Picture Vocabulary Test

Elgin Early Literacy Screener

Measures of Academic Progress

Addresses Required Action

Statement

Kindergarten Readiness

Description

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

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$0

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Screener	All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	Kindergarten Staff and Dennis Wagers, Instructional Coach
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Goals indicate strategies to address achievement gaps.

NAPD Calculation

Reading 40.4

Math 30.8

Science 62.9

Social Studies 35.1

Writing 24

Mechanics 38.4

Points

Reading 8.1

Math 6.2

Science 12.6

Social Studies 7.0

Writing 3.8

Mechanics 1.5

Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.	\$0

Goal 1: Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Best Practice - All staff will be trained and monitored for fidelity.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	No Funding Required	RTI Committee Geraldine Phillips
Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	All primary staff
Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	Reading mastery staff Dennis Wagers, Instructional Coach
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Corrective reading teachers

Strategy 2:

Progress Monitoring - Data analysis for RTI/KSI

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Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Math intervention teacher

Strategy 3:

Other - Provide individual instruction through technology.

Activity - Successmaker math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4-6 will receive an additional 30 minutes of instruction before the bell rings based on the Successmaker Math data. Students are grouped according to scores and work daily. When they reach their individual goals they exit the program and other students begin the program.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Teachers who have early duty

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated instruction	Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	All primary staff
Math interventions	Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	Math intervention teacher
Corrective Reading	Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	02/01/2013	12/31/2013	\$0	Corrective reading teachers
Reading Mastery	Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	Reading mastery staff Dennis Wagers, Instructional Coach
Standards Based Instruction	Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	RTI Committee Geraldine Phillips
Successmaker math	Students in grades 4-6 will receive an additional 30 minutes of instruction before the bell rings based on the Successmaker Math data. Students are grouped according to scores and work daily. When they reach their individual goals they exit the program and other students begin the program.	Academic Support Program	02/01/2013	12/31/2013	\$0	Teachers who have early duty
Total					\$0	

Response for Required Action: K-Prep 3rd Grade Proficiency

Overview

Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

Plan Rationale

Plans include meeting individual student needs. Systematic plans focus on 20th percentile or below for targeted intervention. Also, students scoring Novice or Apprentice on KPREP receive extra support.

Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$1900
2	Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.	\$0

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff
Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator
Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff

Strategy 2:

CIITS - All staff will be trained and monitored for fidelity.

Activity - CIITS Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	Title I Part A	CIITS Building Contact
Activity - Building Assessments in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	No Funding Required	All classroom teachers

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Strategy 3:

Math Initiative - All staff will be trained and monitored for fidelity.

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator
Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers
Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers

Goal 2: Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Best Practice - All staff will be trained and monitored for fidelity.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	No Funding Required	RTI Committee Geraldine Phillips

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Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	All primary staff
Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	Reading mastery staff Dennis Wagers, Instructional Coach

Strategy 2:

Progress Monitoring - Data analysis for RTI/KSI

Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Math intervention teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Total					\$400	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Contact	A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	CIITS Building Contact
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated instruction	Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	All primary staff
Standards Based Instruction	Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	RTI Committee Geraldine Phillips
Data Analysis	All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All mathematics teachers

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Reading Mastery	Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	Reading mastery staff Dennis Wagers, Instructional Coach
Math interventions	Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	Math intervention teacher
DesCarte	All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All mathematics teachers
DesCarte	All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All reading staff
Building Assessments in CIITS	Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	All classroom teachers
Data Analysis	All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All reading staff
Total					\$0	

Gap

Overview

Plan Name

Gap

Plan Description

Reading and Math

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.	\$0

Goal 1: Burning Springs Elementary will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35.6 in 2012 to 66.5% in 2017.

Measurable Objective 1:

Collaborate to increase the average reading and math proficiency ratings for all students in the non-duplicated gap group to 42.0 by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Best Practice - All staff will be trained and monitored for fidelity.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	No Funding Required	RTI Committee Geraldine Phillips
Activity - Differentiated instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	All primary staff
Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	Reading mastery staff Dennis Wagers, Instructional Coach
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Corrective reading teachers

Strategy 2:

Other - Provide individual instruction through technology.

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Activity - Successmaker math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 4-6 will receive an additional 30 minutes of instruction before the bell rings based on the Successmaker Math data. Students are grouped according to scores and work daily. When they reach their individual goals they exit the program and other students begin the program.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Teachers who have early duty

Strategy 3:

Progress Monitoring - Data analysis for RTI/KSI

Activity - Math interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	No Funding Required	Math intervention teacher

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Corrective Reading	Students in grades 5 and 6 who score below the 20% on the MAP reading assessment will receive differentiated instruction through the Corrective Reading Program.	Academic Support Program	02/01/2013	12/31/2013	\$0	Corrective reading teachers
Reading Mastery	Students in the primary who score below the 20% on the MAP assessment will receive direct instruction through the Reading Mastery program.	Direct Instruction	02/01/2013	12/31/2013	\$0	Reading mastery staff Dennis Wagers, Instructional Coach
Successmaker math	Students in grades 4-6 will receive an additional 30 minutes of instruction before the bell rings based on the Successmaker Math data. Students are grouped according to scores and work daily. When they reach their individual goals they exit the program and other students begin the program.	Academic Support Program	02/01/2013	12/31/2013	\$0	Teachers who have early duty
Math interventions	Students who are referred by the RTI committee will receive small group instruction in math for an additional 30 minutes daily using Envision Math Interventions.	Academic Support Program	02/01/2013	12/31/2013	\$0	Math intervention teacher
Differentiated instruction	Primary students will be divided into workshop groups according to their RIT scores on the MAP assessment in reading for 60 minutes daily and receive differentiated instruction.	Academic Support Program	02/01/2013	12/31/2013	\$0	All primary staff
Standards Based Instruction	Students scoring novice and apprentice on K-Prep or students referred by RTI committee will receive an additional 30 minutes minutes of reading instruction using standards based curriculum.	Direct Instruction	08/12/2013	12/31/2013	\$0	RTI Committee Geraldine Phillips
Total					\$0	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Goals indicate strategies to address proficiency.

NAPD Calculation

Reading 54.7

Math 54.4

Point

Reading 10.9

Math 10.9

Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$2900

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling committee will develop a schedule for upper grades 4-6 that allows at least 50 minutes of reading per period per day.	Policy and Process	08/12/2013	08/30/2013	\$0	No Funding Required	Donna White - Chair of scheduling committee

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator

Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff

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Activity - Common Core Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading materials will be aligned with common core standards for grades 5 and 6.	Other	08/12/2013	05/30/2014	\$1000	Other	Reading committee

Strategy 2:

Math Initiative - All staff will be trained and monitored for fidelity.

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator

Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers

Strategy 3:

CIITS - All staff will be trained and monitored for fidelity.

Activity - CIITS Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	Title I Part A	CIITS Building Contact

Activity - Building Assessments in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	No Funding Required	All classroom teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Core Alignment	Reading materials will be aligned with common core standards for grades 5 and 6.	Other	08/12/2013	05/30/2014	\$1000	Reading committee
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Total					\$1400	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Contact	A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	CIITS Building Contact
Total					\$1500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
DesCarte	All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All reading staff
Building Assessments in CIITS	Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	All classroom teachers
DesCarte	All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All mathematics teachers
Data Analysis	All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All reading staff

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Kindergarten Screener	All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	Kindergarten Staff and Dennis Wagers, Instructional Coach
Scheduling	Scheduling committee will develop a schedule for upper grades 4-6 that allows at least 50 minutes of reading per period per day.	Policy and Process	08/12/2013	08/30/2013	\$0	Donna White - Chair of scheduling committee
Data Analysis	All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All mathematics teachers
Total					\$0	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

According to the TELL Survey, teachers need more content specific PD. Coordinator and leadership will determine a PD plan for summer and 2013-2014 school year.

Addresses Required Action

Statement

TELL Survey

Description

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

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$0

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Curriculum Assessment and Alignment - All staff will be trained and monitored for fidelity.

Activity - Content Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the TELL Survey, teachers are not receiving professional development in their content area. Teachers will receive more content specific professional development.	Professional Learning	02/01/2013	06/30/2014	\$0	No Funding Required	PD Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Content Specific PD	According to the TELL Survey, teachers are not receiving professional development in their content area. Teachers will receive more content specific professional development.	Professional Learning	02/01/2013	06/30/2014	\$0	PD Coordinator
Total					\$0	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

After completing the diagnostic tools in ASSIST to gain a better understanding of successes and opportunities, Arts and Humanities continues to need improvement. Practical Living and Career Studies is somewhat closer to proficiency. While, the Writing component was proficient overall.

This tool was very informative as our Program Review Team analyzed each question and realized the expectations of what a solid program review plan should be.

CIITS will be a valuable resource for planning and collection of data for Program Review.

Addresses Required Action

Statement

Program Reviews

Description

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

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$200

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

CIITS - All staff will be trained and monitored for fidelity.

Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to collect Program Review documentation and lesson plans through the CIITS database.	Professional Learning	07/01/2013	06/30/2014	\$200	Other	PD Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review	All staff will be trained to collect Program Review documentation and lesson plans through the CIITS database.	Professional Learning	07/01/2013	06/30/2014	\$200	PD Coordinator
Total					\$200	

Proficiency

Overview

Plan Name

Proficiency

Plan Description

Combined Reading and Math

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	Measurable Objective	Total Funding
1	Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.	\$3100

Goal 1: Burning Springs Elementary will increase the averaged combined reading and math K-Prep scores for elementary from 54.5 to 72% in 2017.

Measurable Objective 1:

Collaborate to increase the average combined reading and math K-Prep scores to 60% by 12/31/2013 as measured by K-Prep scores.

Strategy 1:

Literacy Initiative - All staff will be trained and monitored for fidelity

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Scheduling committee will develop a schedule for upper grades 4-6 that allows at least 50 minutes of reading per period per day.	Policy and Process	08/12/2013	08/30/2013	\$0	No Funding Required	Donna White - Chair of scheduling committee
Activity - Common Core Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading materials will be aligned with common core standards for grades 5 and 6.	Other	08/12/2013	05/30/2014	\$1000	Other	Reading committee
Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	No Funding Required	Kindergarten Staff and Dennis Wagers, Instructional Coach
Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff
Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All reading staff

Strategy 2:

Curriculum Assessment and Alignment - All staff will be trained and monitored for fidelity.

Activity - Content Specific PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
According to the TELL Survey, teachers are not receiving professional development in their content area. Teachers will receive more content specific professional development.	Professional Learning	02/01/2013	06/30/2014	\$0	No Funding Required	PD Coordinator

Strategy 3:

Math Initiative - All staff will be trained and monitored for fidelity.

Activity - DesCarte	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	No Funding Required	All mathematics teachers

Activity - Higher Order Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Other	Connie Smith, PD Coordinator

Strategy 4:

CIITS - All staff will be trained and monitored for fidelity.

Activity - CIITS Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	Other	CIITS Building Contact

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Activity - Building Assessments in CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	No Funding Required	All classroom teachers
Activity - Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained to collect Program Review documentation and lesson plans through the CIITS database.	Professional Learning	07/01/2013	06/30/2014	\$200	Other	PD Coordinator and Program Review Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily math instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Higher Order Thinking	All teachers will be trained to incorporate more higher order thinking questioning strategies in daily reading instruction.	Professional Learning	07/29/2013	08/02/2013	\$200	Connie Smith, PD Coordinator
Common Core Alignment	Reading materials will be aligned with common core standards for grades 5 and 6.	Other	08/12/2013	05/30/2014	\$1000	Reading committee
Program Review	All staff will be trained to collect Program Review documentation and lesson plans through the CIITS database.	Professional Learning	07/01/2013	06/30/2014	\$200	PD Coordinator and Program Review Team
CIITS Contact	A building level CIITS leader will be named and trained to disseminate information to all staff on implementation and program capabilities.	Professional Learning	02/01/2013	06/30/2013	\$1500	CIITS Building Contact
Total					\$3100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Building Assessments in CIITS	Teachers will build classroom assessments using CIITS.	Technology	03/31/2013	06/30/2016	\$0	All classroom teachers
Data Analysis	All mathematics teachers will analyze fall, winter, and spring MAP data to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All mathematics teachers
Data Analysis	All staff will analyze MAP reading data after the fall, winter, and spring tests to determine areas of need.	Policy and Process	02/01/2013	12/31/2013	\$0	All reading staff
DesCarte	All reading teachers will incorporate Reading DesCarte activities into reading lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All reading staff

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Kindergarten Screener	All Kindergarten students will be screened for reading readiness using a variety of assessments.	Policy and Process	08/01/2013	08/01/2016	\$0	Kindergarten Staff and Dennis Wagers, Instructional Coach
DesCarte	All mathematics teachers will incorporate DesCartes activities into lessons.	Direct Instruction	02/01/2013	12/31/2013	\$0	All mathematics teachers
Scheduling	Scheduling committee will develop a schedule for upper grades 4-6 that allows at least 50 minutes of reading per period per day.	Policy and Process	08/12/2013	08/30/2013	\$0	Donna White - Chair of scheduling committee
Content Specific PD	According to the TELL Survey, teachers are not receiving professional development in their content area. Teachers will receive more content specific professional development.	Professional Learning	02/01/2013	06/30/2014	\$0	PD Coordinator
Total					\$0	