



Comprehensive School Improvement Plan

Goose Rock 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?

Goose Rock Elementary has Pre-school through Sixth Grade students. We have approximately 248 students. We are nestled in a rural community a few miles from Manchester, in Southeastern, Kentucky. We serve a population with a high poverty rate, 76.02% of our students receive free or reduce lunch. We have a student to classroom teacher ratio of 23:1. With a total of 23 certified full time teachers that have a combined average of 10.9 years of teaching experience. We have 63.2% of our teachers who have a Master's Degree, and 26.3% of our teachers have a Rank 1, and only 10.5% have just a Bachelor's Degree.

During the last three years our school has experienced a great deal of staff changes. We have added a Promise Neighborhood Academic Specialist that works with some of our struggling students. Also, with the addition of Promise Neighborhood we now have a Parent Engagement Coordinator which assists us with parental involvement. Save-the-Children have also provided us with an Early Steps School Success Coordinator. She does home visits to children ages birth to school-age to prepare them for Pre-school and Kindergarten. Probably our greatest change would have to be our new Pre-school through Fourth Grade Imagine It! Reading Program which requires an uninterrupted two-hour block every day. This includes one hour of whole group instruction which is lead by the classroom teacher. The next hour is small group instruction, which is called Workshop, which divides students by grade level according to the MAP assessment. We also have added some new reading interventions such as; Reading Mastery and Corrective Reading. Reading Mastery is a small group reading intervention for grades K-4. Corrective Reading is a small group reading intervention for grades 5-6.

There are several unique features and challenges that are associated with the community that our school serves. One unique feature that comes with our students is the lack of basic necessities. Due to the high poverty rate we felt that we could truly benefit from a backpack program. Several students require additional food through a Backpack Program that is from God's Pantry funded through Wal-mart. Another unique feature is our high mobility rate which is 10.90%. This makes meeting the needs of these students very difficult because of their lack of stability at home. Finally, we have a high percentage of special education students, 25.20%, which equals out to be 1/4 of our student population.

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.

Our county vision statement states "All students will learn because of what we do". The mission statement for Goose Rock Elementary is to provide all students a quality, meaningful education utilizing family, school, and community interactions to produce responsible individuals who possess high expectations, as well as, the skills and knowledge necessary for a higher education that will provide them the necessary skills to become productive citizens in our society. We truly believe that everything we do and every decision we make will greatly affect our students. Our goal is to provide our students with the knowledge and support to make them lifelong learners and productive citizens. We do this by utilizing every available staff member and programs such as, Save-the-Children, Promise Neighborhood, and the Eligin Foundation. These programs provide us with opportunities and resources our students need for a more enriched education. We also believe in having high expectations for students. One way we do this is through holding students more accountable for their own learning and learning outcomes. Each student in our school knows what is expected of them on the Math and Reading MAP Assessments by posting these in our classrooms and discussing the desired score with the students.

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.

Our Reading MAP scores have made great gains in the last 3 years mainly because of our new research based reading program Imagine It!, which is funded through the Elgin Foundation. We also met our AMO in the year 2009-2010.

Additional Information

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

It has been several years since our last textbook adoption. Our school would like to receive funding for new updated textbooks such as Math, Science, and Social Studies.

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?

Assessment data from the K-PREP 2011-2012 was analyzed for strengths as well as weaknesses. Our entire faculty was involved in analyzing the data. After identifying our weakest areas we worked in smaller teams to address these specific content areas. We also analyzed the scores of individual students. We determined what content areas and concepts they performed lowest in. After this determination we were able to decide what intervention if any each child needed.

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?

One area of strength we noted was 4th grade science. We had 42.9 % of students scoring proficient/distinguished. Another area was 4th grade reading. We had 42.9 % students scoring proficient/distinguished, which was .7% better than our district score. Our 4th grade students will continue participating in the Imagine It! Reading Program, as well as the Reading Mastery Intervention. We will continue to use rigorous instruction and formative/summative assessments to sustain and increase our science and reading scores.

Opportunities for Improvement

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

After analyzing the K-PREP scores we found that our greatest area of need is to decrease the number of novice and apprentice in grades 3-6 in Social Studies, Reading, and Math by 10%. Teachers will be receiving professional development and implementing CIITS to be able to construct formative/summative assessments and analyze student data in order to make improvements to our curriculum for all subject areas. We are also going to continue using our reading and math interventions for grades 3 through 6. For third and fourth grade students we will use Reading Mastery in order to reach our struggling students. In fifth and sixth grade we will use Corrective Reading. Classroom teachers and computer lab teachers will utilize Study Island for grades 3-6 as an enrichment activity to help boost students' math content knowledge. The math intervention teacher will provide small group daily instruction for students in the third grade. In grades 4 - 6, student falling below the 40th percentile will receive math intervention from our academic specialist. Finally, we will be developing a school intervention team, that will monitor student progress and develop Individual Learning Plans for any student not meeting district or state benchmarks.

Conclusion

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

After reviewing our data and reading over our goals set by KDE we feel that these are attainable. The Principal and Instructional Coach will monitor PLC's, professional development, grade level meetings, classroom instruction, and intervention programs to ensure rigorous instruction is occurring daily and that teachers are meeting the needs of all students. Also, we will begin to utilize the CIITS program to develop formative/summative assessments that will enable our district staff, principal, and teachers to better gauge instructional rigor and student achievement. Finally, with the addition of our school intervention team, which will monitor student progress and create Individual Learning Plans for students who do not meet district or state benchmarks we feel that we can meet our goals.

Goose Rock Elementary

Overview

Plan Name

Goose Rock Elementary

Plan Description

2012-2013 CSIP

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 5 Activities: 11	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.	\$73900

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

CIITS - Determine school wide level of access and engagement with CIITS.

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	No Funding Required	Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Strategy 2:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Carlene Coots

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Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Strategy 3:

Maximizing the Instructional Day - Teachers will have uninterrupted blocks of instruction daily.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers

Activity - Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore

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Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thoroughgs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

Strategy 4:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	No Funding Required	Nannie Mae Lumpkin

Strategy 5:

Student Intervention Team - Team will meet to discuss students who do not meet district and state benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

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 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	No Funding Required	Melissa Smith, Richard Combs, Paul Hughes
Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield

Strategy 2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

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Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Other	Dianna Hollen

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Other	Betty Gregory

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray

Strategy 3:

Teacher Collaboration - Teachers will work collaboratively to better utilize our instructional/planning time.

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson
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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
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Dianna Hollen
Math Tutoring	Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Betty Gregory
Total					\$69900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	Kim Stubblefield
ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	Nannie Mae Lumpkin

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Professional Development	All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	Dianna Hollen
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	Melissa Smith, Richard Combs, Paul Hughes
Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson
Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith

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Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	Mr. Sexton, Lisa Thompson, Dianna Hollen
Parent Engagement Coordinator	Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	Carlene Coots
BRIGANCE	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	Marsha Robertson, Sarah Bowling, Betty Gregory
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Curriculum	All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thorough. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	William Sexton, Lisa Thompson

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Individual Learning Plan	Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Dianna Hollen
Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

Goose Rock Elementary identified the following strategies to address our achievement gaps: interventions for reading and math, PLC's to analyze the data from K-PREP and MAP assessments, and uninterrupted intervention, reading, and math blocks.

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 5 Activities: 11	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.	\$73900

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

CIITS - Determine school wide level of access and engagement with CIITS.

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	No Funding Required	Dianna Hollen

Strategy 2:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Carlene Coots

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Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Strategy 3:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	No Funding Required	Nannie Mae Lumpkin

Strategy 4:

Maximizing the Instructional Day - Teachers will have uninterrupted blocks of instruction daily.

Activity - Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.</p>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/20/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore</p>
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Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.</p>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/20/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers</p>

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thorough. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.</p>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/20/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>William Sexton, Lisa Thompson</p>

Strategy 5:

Student Intervention Team - Team will meet to discuss students who do not meet district and state benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

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Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

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 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	No Funding Required	Melissa Smith, Richard Combs, Paul Hughes

Strategy 2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Other	Dianna Hollen
Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Other	Betty Gregory
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray

Strategy 3:

Teacher Collaboration - Teachers will work collaboratively to better utilize our instructional/planning time.

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson
Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith

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
Math Tutoring	Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Betty Gregory
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Dianna Hollen
Total					\$69900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BRIGANCE	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	Marsha Robertson, Sarah Bowling, Betty Gregory
Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	Mr. Sexton, Lisa Thompson, Dianna Hollen

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Professional Development	All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	Dianna Hollen
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	Kim Stubblefield
Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore
Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker

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Individual Learning Plan	Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	Melissa Smith, Richard Combs, Paul Hughes
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers
Parent Engagement Coordinator	Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	Carlene Coots
Curriculum	All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	William Sexton, Lisa Thompson

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Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith
ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	Nannie Mae Lumpkin
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Dianna Hollen
Total					\$0	

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

All kindergarten students at Goose Rock Elementary are screened using the BRIGANCE and the Elgin Screener.

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory
Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	No Funding Required	Nannie Mae Lumpkin

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
ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	Nannie Mae Lumpkin
BRIGANCE	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	Marsha Robertson, Sarah Bowling, Betty Gregory
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

Students scoring below benchmark on district and state assessments will have an individual learning plan created and receive reading and/or math intervention.

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 4 Activities: 9	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.	\$73900

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

CIITS - Determine school wide level of access and engagement with CIITS.

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	No Funding Required	Dianna Hollen

Strategy 2:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Carlene Coots

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Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Strategy 3:

Maximizing the Instructional Day - Teachers will have uninterrupted blocks of instruction daily.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thoroughgs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

Activity - Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.</p>	<p>Academic Support Program</p>	<p>08/09/2012</p>	<p>05/20/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore</p>
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Strategy 4:

Student Intervention Team - Team will meet to discuss students who do not meet district and state benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.</p>	<p>Academic Support Program</p>	<p>02/01/2013</p>	<p>05/20/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz</p>

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 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.

Comprehensive School Improvement Plan

Goose Rock Elementary

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker

Strategy 2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Other	Betty Gregory

Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Other	Dianna Hollen

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Goose Rock Elementary

Strategy 3:

Teacher Collaboration - Teachers will work collaboratively to better utilize our instructional/planning time.

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith

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
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Dianna Hollen
Math Tutoring	Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Betty Gregory
Total					\$69900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Goose Rock Elementary

Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith
Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	Mr. Sexton, Lisa Thompson, Dianna Hollen
Parent Engagement Coordinator	Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	Carlene Coots
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson
Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker

Comprehensive School Improvement Plan

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Individual Learning Plan	Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
Curriculum	All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thorough. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	William Sexton, Lisa Thompson
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Dianna Hollen
Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Professional Development	All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	Dianna Hollen

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Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers
Total					\$0	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

Goose Rock identified these strategies to increase the average combined reading and math K-PREP proficiency scores: interventions for math and reading, We will also use our PLC's and grade level meetings to analyze student data.

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.	\$73900

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 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	No Funding Required	Melissa Smith, Richard Combs, Paul Hughes

Strategy 2:

Teacher Collaboration - Teachers will work collaboratively to better utilize our instructional/planning time.

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Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

Strategy 3:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Other	Dianna Hollen

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Other	Betty Gregory

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Goose Rock Elementary

Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
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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
Math Tutoring	Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Betty Gregory
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Dianna Hollen
Total					\$69900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Goose Rock Elementary

Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	Kim Stubblefield
Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	Melissa Smith, Richard Combs, Paul Hughes
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson
Total					\$0	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

Goose Rock Elementary identified strategies to increase the percentage of distinguished programs in the arts and humanities, practical living and career studies. For grades 4-6 we had a blacksmith come and visit our school and work with students to weld their on hooks. We will have Bonnie Cornett come and create jewelry using math skills. We also have an Indian Dancer coming in March for grades K-6. He will be teaching native dance and music. Another strategy is a woodworker who will be coming in March for K-3 students. He will use wood to teach Geometry and Measurement. Also, we had Water Stars come and they taught the students how to test the water for bacteria and other things.

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 5 Activities: 11	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.	\$73900

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

CIITS - Determine school wide level of access and engagement with CIITS.

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Mr. Sexton, Lisa Thompson, Dianna Hollen
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	No Funding Required	Dianna Hollen
Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Strategy 2:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Activity - BRIGANCE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

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Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	No Funding Required	Nannie Mae Lumpkin

Strategy 3:

Student Intervention Team - Team will meet to discuss students who do not meet district and state benchmarks and cut scores and develop an individual student plan for addressing the needs of those students.

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

Strategy 4:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Carlene Coots

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Goose Rock Elementary

Strategy 5:

Maximizing the Instructional Day - Teachers will have uninterrupted blocks of instruction daily.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers

Activity - Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thoroughgs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

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 16.4% to 24.8% by 05/20/2013 as measured by K-PREP.

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	No Funding Required	Melissa Smith, Richard Combs, Paul Hughes
Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	No Funding Required	Kim Stubblefield

Strategy 2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

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Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Other	Betty Gregory

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray

Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Other	Dianna Hollen

Strategy 3:

Teacher Collaboration - Teachers will work collaboratively to better utilize our instructional/planning time.

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Goose Rock Elementary

These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith
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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
Math Tutoring	Students will receive math tutoring in grades 5-6, based on MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	05/20/2013	\$28000	Betty Gregory
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	05/20/2013	\$41900	Dianna Hollen
Total					\$69900	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	05/20/2013	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, James Gray
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson

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BRIGANCE	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program	02/01/2013	05/20/2013	\$0	Marsha Robertson, Sarah Bowling, Betty Gregory
Individual Learning Plan	Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Jeanette House, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	02/01/2013	05/20/2013	\$0	William Sexton, Lisa Thompson, Dianna Hollen
Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	05/20/2013	\$0	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Roberts, T. Jackson, K. Stubblefield, J. House, M. Smith, P. Ferrell, J. Gray, E. Jackson, J. Crockett, L. Miller, D. Sizemore
Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	02/01/2013	05/20/2013	\$0	Mr. Sexton, Lisa Thompson, Dianna Hollen
ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	05/20/2013	\$0	Nannie Mae Lumpkin

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Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	05/20/2013	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, T.Roberts, L. Miller, D. Sizemore, T. Jackson, C. Brown, J. House, P.Ferrell, K.Stubblefield, J.Gray, M. Smith
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Parent Engagement Coordinator	Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	Carlene Coots
Curriculum	All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk thouroughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	05/20/2013	\$0	William Sexton, Lisa Thompson
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 4 will receive the first round reading recovery.	Academic Support Program	08/20/2012	05/20/2013	\$0	Kim Stubblefield
Professional Development	All teachers will receive 3 hours professional development to learn how to construct formative/summative assessments using CIITS.	Academic Support Program	02/11/2013	05/20/2013	\$0	Dianna Hollen

Comprehensive School Improvement Plan

Goose Rock Elementary

Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	05/20/2013	\$0	Kim Stubblefield, Jeanette House, Palma Ferrell, Toni Jackson, Carol Brown, Marsha Robertson, Dawn Hibbard, Jennie Hooker
Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program	08/09/2012	05/20/2013	\$0	R. Combs, P. Hughes, D. Hibbard, M. Smith, K. Smith, J. House, P. Ferrell, T. Jackson, J. Hooker, C. Brown, D. Hollen, Classroom teachers
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	05/20/2013	\$0	Melissa Smith, Richard Combs, Paul Hughes
Total					\$0	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

Goose Rock Elementary has identified specific strategies to address the area of Parental Involvement specifically communication with the community identified in the TELL KY Survey results. One strategy is our parent contact logs which are required to be in our Data Notebooks and updated daily. These parent logs help administration monitor our communication with parents. Another strategy we use to address communication with the community is our call system which is utilized whenever there is an upcoming event or an important announcement. We also have a Parent Engagement Coordinator which is here two days a week to help us with parent involvement. Also, we will be starting the FAST program which is Families and Schools Together in March which will be a great strategy to help us with communication with our community. Finally, we have purchased a 70" flat screen to display important announcements and upcoming events. It will be displayed in our school lobby.

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	Increase the averaged combined reading and math K-Prep scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.	\$0

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

Measurable Objective 1:

Demonstrate a proficiency that will increase the averaged combined reading and math scores to 27% by 05/20/2013 as measured by K-PREP.

Strategy 1:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett
Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	No Funding Required	Carlene Coots

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
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	02/01/2013	05/20/2013	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Parent Engagement Coordinator	Our parent engagement coordinator will be working with the staff to encourage participation of parents in school activities, such as the FAST program and the 26 Acts of Kindness.	Parent Involvement	02/01/2013	05/20/2013	\$0	Carlene Coots
Total					\$0	