



Comprehensive School Improvement Plan

Manchester Elementary School
Clay County Public Schools

Dwight Harris, Principal
1908 N Hwy 421
Manchester, KY 40962

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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?

Manchester Elementary is located one and a half miles north of Manchester on Highway 421 in rural eastern Kentucky. We are centrally located, which attributes to our being the largest elementary school in the county, with an enrollment of 485 students in preschool through 6th grade. Manchester Elementary has a very diverse social, economic, academic, and ethnic population. This is evident in the following data: our student body population is made up of 94% White, 3.5% African American, and 2% Hispanic; 70% of our students receive free and reduced lunch; and 21.5% of our student population have disabilities. Our community is located in an area with limited job opportunities, which attributes to the high rate of unemployment in Manchester. Most of the jobs that are available in this area require little skill and pay only minimum wage, which explains why we have a higher free and reduced lunch population than most schools in the state.

Despite the social, economic, academic, and ethnic challenges unique to the community, we feel our school has developed a close relationship with our students, parents, and businesses in the area. Parent involvement plays an important role in the success of our students, so we welcome and encourage it at our school. We have two parents serving on the SBDM, and had over 500 parent volunteer hours recorded for the 2011-2012 school year. Our parents are also encouraged to attend our parent/teacher conferences, which is evident with over 400 parents attending at least one per year.

Our staff, of 33 full time teachers, is highly qualified with an average of 14 years teaching experience. 71% of our teachers have completed their Rank I Degrees. The average student:teacher ratio of 22:1, which attributes to the low number of students in each classroom.

We are very up-to-date with ever-changing teaching techniques and advancing technologies. For a rural school, we feel that we are highly advanced in incorporating technology in our everyday instruction. Mr. Harris, our principal for the last three years, has made sure that each classroom is equipped with the latest technological tools including smart boards and document cameras. We have two computer labs that service all of our students; the primary lab consists of 30 Dell computers and the intermediate lab houses 30 state-of-the-art iMacs.

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 mission is to serve students with the necessary skills to become college and career ready. Our vision at Manchester Elementary is that all students progress to proficient academic levels in all subject areas of the Unbridled Learning Assessment. Our entire staff works together to create a safe, positive learning environment that allows our students the opportunity to reach their highest potential. Our teachers strive to build a strong foundation for students to be successful in school, in future careers, and their personal lives. We stress individuality as well as an understanding and acceptance of cultural diversity. Our goal is to create strong, creative individuals who are life-long learners and are able to successfully function in today's technological society. It is our mission as a school to set high expectations of all students, and have the programs in place to assure that our students have the assistance needed to meet or surpass these expectations.

We have several programs in place to assist students who are struggling in reading. Among those offered are the Elgin Reading Initiative in grades K-4, Reading Recovery for the lowest 10% of our first grade students, Reading Mastery and Corrective Reading interventions for students scoring below the 20 Percentile in reading on the MAPs test in grades K-6, two retired teachers who serve as reading tutors, and the Save the Children program which targets students during and after school. We also have programs in place to assist those students struggling in math. Among them are researched based computer technological interventions (IXL, Success Maker, and Study Island). Our two math labs are utilized before school begins each day using researched based programs. They are staffed with certified teachers targeting student needs. We also have a retired teacher serving as a math tutor during the regular school day.

Our school has a superb academic team as well as a very competitive sports program. We take pride in having two fully functioning green houses, as well as a very active Pride club.

Parent involvement plays an important role in our school. We have an active PTO and a Parent Engagement Coordinator in place to assure our parents are made aware of all school events.

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.

Notable Achievements

- *After failing to meet the NCLB (No Child Left Behind) requirements the previous year, we were able to meet AYP (Annual Yearly Progress) in 2010-2011
- *Exceeding the state average in the areas of writing, where 40.2 percent of our students scored proficient or distinguished as compared to 31.7 in the state on 2011-2012 K-PREP
- *54 percent of our students scored proficient or distinguished in reading on the 2011-2012 K-PREP, as compared to 48 percent in the state
- *50.4 of our students scored proficient or distinguished in language mechanics on the 2011-2012 K-PREP, as compared to 49.1 in the state
- *Exceeding the district percentages in the areas of reading, writing, language mechanics, math, science, and social studies
- *We were also the highest scoring school in the county on the KPREP 2011-2012
- *Our school had the highest MAPs test scores in 1st and 3rd grade for reading as reported by the Elgin Foundation in the 2011-2012 school year.
- *Our 4th grade science scores had twice as many distinguished as novice, thus receiving bonus points for our 2011-2012 K-PREP scores.

Areas for Improvement

Our overall goal is to become a proficient school in 2012-2013. A gap analysis was conducted and problem areas were noted. We found reasons for concern in all content areas, therefore we want to target all scores in all subject areas for improvement. We discovered two student groups that needed extra attention - those receiving special education services, and those who qualified for free/reduced lunch. We also looked at non-academic indicators and discovered that excessive student absenteeism was a major concern. The following data sources were used for evaluation: KPREP scores, MAP Assessment Data, Non-Cognitive Data, and Discovery Education Assessment. After analyzing the above data, we identified the following areas of concern:

- *According to the K-PREP scores, we had no distinguished in 5th grade on demand writing
- *According to the K-PREP scores, in 4th grade language mechanics there were twice as many males than females scoring novice, (37.9% males - 18.9% female).
- *According to the K-PREP scores, in the area of math, our percentage of novice students was much too high at 20.7%, and our percentage of distinguished was not high enough at only 13.5%
- *According to the K-PREP scores, third grade math only had 4.8% percent of the students scoring distinguished.
- *According to the K-PREP scores, in the area of reading, our school had more novice than distinguished students. *We feel we need to challenge our students through more rigorous instruction to increase our percentage of students scoring proficient and distinguished in all subject areas.
- *According to the K-PREP scores, 87% of our special education students scored novice in reading, 79% scored novice in math, and 91% scored novice in language.

Additional Information

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

Manchester Elementary School began its improvement plan process for 2012-2014 in October, after receiving the assessment data. We wanted to ensure that everyone concerned would play a part in the development of this new plan, so we developed committees to analyze the data. The principal lead the process and has kept all parties informed of the developments. A gap analysis was conducted and problem areas were identified. Committees were formed to analyze the K-PREP Academic Performance results. These committees began working on plans and ideas to address the areas of concern. We found reasons for concern in all content areas. We discovered two student groups that needed extra attention - those receiving special education services, and those who qualified for free/reduced lunch. We also looked at non-academic indicators and discovered that excessive student absenteeism was a major concern. The following data sources were used for evaluation: KPREP scores, MAP Assessment Data, Non-Cognitive Data, and Discovery Education Assessment.

KDE Needs Assessment

Introduction

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

Data Analysis

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

The questions we were addressing while analyzing the data were:

"What needs to be done at our school to ensure that the students make significant gains in order to meet the state requirements?"

"How well our school succeeded at providing our students with the skills necessary to be career and college ready?"

"What changes need to be made in our instructions to meet the academic needs of all the students in our school?" We were also hoping the K-PREP data would provide an indication of the core standards that are not being mastered for each grade, thus giving the teachers an idea of what areas need to be stressed more in future classrooms.

From the data, we can conclude that our school made great gains when compared to the state average and the rest of the district scores. It also tells us that we are not exactly where we need to be, as far as state expectations, because our school still fell into the category of "Needs Improving." We have determined that we need to incorporate a plan to meet the needs of our advanced students, because our number of distinguished students in every area, except science, is lower than our number of novice students. Therefore, we did not receive any bonus points except those received in the area of science.

The data is so broad that it doesn't include specific details that could help determine how to move these students to meet the proficient/distinguished state requirements. One valuable piece of information we felt needed to be included in the data, that wasn't, was the breakdown of the students' performance on the multiple choice questions as compared to their performance on the short answer and extended response items. The data does not give any indication as to how students performed on each of these types of questions, therefore, we don't know which areas need to be focused on the most to improve our students scores. This valuable piece of information could be very beneficial to helping teachers decide on instructional changes for the upcoming school year.

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 our 4th grade science scores, where we had twice as many distinguished students as we had novice, which gave us an opportunity to receive 16.7 bonus points. Math was another area of strength where the scores for our school are significantly higher than the other schools in our district and slightly higher than the state average, with our school having 46 percent scoring proficient and distinguished, the district averaging 28.5 and the state averaging 40.4 percent. We feel that our morning math lab, where we utilized Research Based programs, IXL and Success Maker, along with a certified teachers and classified aide, had a positive impact on improving the math scores. We were so pleased with the results, that we plan on offering two morning math labs for 2012-2013, so we can accommodate more struggling students. We will continue to place the students scoring below the 50th percentile in the morning math labs or with a tutor throughout the school day. We also feel that our support blocks, where we took the opportunity to ability group the students based on the MAP math scores, played an important role in our math scores, as well. This one hour block of time was used to reinforce skills taught in the regular math class in 2011-2012. We plan on using this opportunity to not only reinforce skills taught in the classroom, but to also challenge our advanced students in the 2012-2013 school year.

We feel reading was another area of strength in 2011-2012 where we were ranked number one in the 1st and 3rd grades in the county based on the MAPs reading scores. We also averaged more proficient/distinguished students than both the district and the state in this area. We feel that the implementation of the Imagine It Reading Program had a positive impact on our reading scores. We will continue to implement this program, which consist of a two hour reading block with one hour of whole group, and one hour of workshop where the students are ability grouped. Our K-4 reading program, along with the Reading Mastery, Reading Recovery, and Corrective Reading interventions we have in place are helping our students make gains in reading in all grades. We will continue to offer Reading Recovery to the lowest 10 percent of our first grade students, and place all those students scoring below the 20th percentile in a Reading Mastery group. The students scoring below grade level on the STAR test will be encouraged to attend our Save the Children after school program. Our focus on reading over the past three years has increased our students' ability to read, thus making a positive impact on our science and social study 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 data, we identified the following areas of concern:

*According to the KPREP scores, we had no distinguished scores in 5th grade On-Demand Writing

*According to the KPREP scores, in 4th grade language mechanics there were twice as many males than females scoring novice, (37.9% males - 18.9% females)

*According to the KPREP scores, in the area of math, our percentage of novice students was much too high with 20.7% of our students scoring novice, and our percentage of distinguished was not high enough with only 13.5% of our students scoring distinguished.

*According to the KPREP scores, third grade math only had 4.8% of the students scoring distinguished.

*According to the KPREP scores, in the area of reading, our school had more novice than distinguished students. We feel we need to challenge our students through more vigorous instruction to increase our proficient and distinguished students.

*According to the KPREP scores, 87% of our Special Education students scored novice in reading, 79% scored novice in math, and 91% scored novice in language.

We have several plans in place to address these areas of concern. We plan to target all students so they can meet their yearly growth. We have hired an author to replace the 5th and 6th grade English teacher position. We feel that her expertise in this area will be beneficial in helping our students become distinguished writers. We also plan to focus on test taking skills and timing test throughout the year, so students will be accustomed to being timed on test. Study Island will be purchased to help improve scores in the areas of math, reading, social studies, and science. Technology will be used to incorporate more enrichment activities in the classroom. And most importantly, teachers will use data to drive instruction.

In the area of math, we have opened two math labs that allow students to work at their ability level using IXL and Success Maker (Researched Based technology programs) with certified teachers in place to assist the students with their work. We also have two math labs going on during school at the time of support blocks in which the students work on concepts the classroom teacher feel they need to master. Certified teachers are placed in these labs to assist the students in mastering the necessary skills. A retired teacher has also been hired to tutor small groups of students for 30 minutes each day to help reinforce the standards being taught in class. This tutor will also review previous concepts taught. To address our higher students, we are planning to use our support blocks to ability group the students, thus giving the math teacher an opportunity to work on higher order thinking skills to move more student scores to distinguished.

In the area of reading, we will continue to offer Reading Recovery, Reading Mastery, and Corrective Reading as interventions in order to decrease the number of novice students. The students will receive these services 5 days a week/ 1 hour each day. Our students will also continue to have a two hour reading block which consists of whole group and workshop. For the higher achieving students, we will work to create questions that are better aligned to the extended response questions found on the KPREP test. The teachers will use these additional questions as teaching tools to help students understand how to answer these type questions. We will challenge our students through more rigorous instruction in order to increase the proficient and distinguished scores.

Special Education teachers will continue to collaborate with the classroom teachers to expose the students to the same core standards as the regular classroom students in that grade. The Special Education teachers will be in the classroom assisting the students as needed. They will also offer pull-out services as needed for these students. These students will be placed in Reading Mastery or Corrective Reading interventions so they may make gains in reading, which will assist them in their other classes. They will also be placed in math labs and math tutoring classes.

Conclusion

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

As mentioned in the previous section, we have several plans in place to address these areas of concern. Our principal and SBDM council will continue to place highly qualified teachers in the classrooms in order to meet the needs of all our students. Our school will continue to use Researched Based Textbooks and Computer Programs in the classrooms and labs. We believe it is necessary to address the needs of all students to assure they meet their yearly growth targets. We will attempt to supply interventions (math lab, math tutor, support blocks, Reading Mastery, Reading Recovery, ability grouped reading workshops) for all students failing to meet their goals in reading and math on the MAPs test. We will also attempt to offer opportunities for our gifted students to be be challenged. Our teachers will use data to drive instructions, and focus on the needs of all our students. Our one hour support blocks will be used to provide assistance to struggling students, and provide high achieving students with challenging activities. In the future, we hope to be able to offer advanced classes in the areas of math, reading, and writing in order to address the needs of our advanced student body.

To help our students become better test takers, we plan to continue exposing our students to K-PREP type questions which include multiple choice, short answer, and extended response. The students will be required to participate in timed test throughout the year, so they will be more comfortable in the true test setting. The teachers will submit test containing multiple choice, short answer, and extended response questions to the principal throughout the year for his review, to assure good quality questions are being asked. To ensure our teachers are up to date with the new changes in education, they will be required to attend PD relating to the content area in which they will be teaching.

Proficiency

Overview

Plan Name

Proficiency

Plan Description

Plan to increase the average combined reading and math K-Prep scores from 44.2% to 72.1%.

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 K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017	Objectives: 1 Strategies: 5 Activities: 12	Organizational	Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.	\$42300

Goal 1: Increase the average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.

Strategy 1:

CIITS (The Continuous Instructional Improvement Technology System) - The Continuous Instructional Improvement Technology System, or CIITS, is a multi-phase, multi-year project designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. In CIITS, teachers are able to access Kentucky academic standards and directly linked, aligned, high-quality, multi-media instructional resources. These classroom materials are designed to engage students in learning and reinforce the standards being taught.

CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS. Teachers can create formative assessments based on particular standards with the help of a test item bank containing more than 11,000 items. Aggregate and student-level demographic, program and performance information in CIITS allows educators to easily see how students are progressing toward Kentucky's goal of every student being proficient and prepared for success and graduating college/career-ready.

Research Cited: State approved Data Base

Activity - CIITS as Instructional Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Other	Principal Dwight Harris, All P - 6 classroom teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make common assessments for math and reading.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	P - 6 Classroom teachers, Principal, and Curriculum coaches

Strategy 2:

Curriculum Assessment and Alignment - The members involved will assure that curriculum assessment and instruction are aligned with the state standards.

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Research Cited: Adopted Kentucky Core Standards

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teachers, Principal, Curriculum Coach

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council

Strategy 3:

Math Initiative - Our school will use Envision (a researched based textbook approved by the Clay County Board of Education) as their core math program. Interventions will be provided for students scoring below the 50th percentile on the MAPs testing scores.

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	No Funding Required	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist

Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	District Funding	Computer Lab Teachers Classroom Teacher
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$0	No Funding Required	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL, Success Maker, and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$33400	Other, Title I Schoolwide, District Funding	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,

Strategy 4:

Literacy Initiative - Teachers will use a research based reading program as their core reading program.

Research Cited: Imagine-It (Researched Based Reading Program)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.</p>	<p>Direct Instruction</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,</p>
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Activity - Imagine-It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.</p>	<p>Direct Instruction</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,</p>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$0	No Funding Required	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,
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Strategy 5:

RTI - With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Research Cited: Section 300.307 of the federal Special Education Regulations says that states must adopt criteria for determining whether a child has a specific learning disability. States must not require the use of a severe discrepancy between intellectual ability and achievement model. States must permit the use of a process based on the child's response to scientific, research-based intervention.

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a School Intervention Team *Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards *Review school intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options	Tutoring	01/07/2013	05/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	Computer Lab Teachers Classroom Teacher
Math Intervention	MES will provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL, Success Maker, and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$7400	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Total					\$14800	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Manchester Elementary School

Math Intervention	MES will provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL, Success Maker, and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$23000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Total					\$23000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL, Success Maker, and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$3000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
CIITS as Instructional Resource	*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Principal Dwight Harris, All P - 6 classroom teachers

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Total \$4500

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Block	MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist
Reading Intervention	MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.	Direct Instruction	08/07/2012	12/31/2013	\$0	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,

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Analyze Data	<ul style="list-style-type: none"> *Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment 	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council
Common Assessments	Teachers will make common assessments for math and reading.	Academic Support Program	08/08/2012	12/31/2013	\$0	P - 6 Classroom teachers, Principal, and Curriculum coaches
School Intervention Team	<ul style="list-style-type: none"> Establish a School Intervention Team *Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards *Review school intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options 	Tutoring	01/07/2013	05/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist
Professional Development	All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$0	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,

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Imagine-It Reading Program	Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.	Direct Instruction	08/07/2012	12/31/2013	\$0	K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,
Professional Development	A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$0	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart
Curriculum Map	Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	Classroom teachers, Principal, Curriculum Coach
Total					\$0	

Gap

Overview

Plan Name

Gap

Plan Description

Plan to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017

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 33.9% in 2012 to 67.0% in 2017	Objectives: 1 Strategies: 5 Activities: 12	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.	\$57000

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.

Strategy 1:

Best Practice - Teachers will utilize Best Practice such as those discussed in CHETL in their classrooms

Research Cited: CHETL is a researched based instructional model.

Activity - Analyze student achievement by gap groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (KPREP) and district and school assessment systems	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Classroom Teachers, Computer Lab Instructors
Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2012	12/31/2013	\$0	No Funding Required	Principal
Activity - Bank of Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Comprehensive School Improvement Plan

Manchester Elementary School

Develop a bank of intervention resources that are research-based and matched to individual student needs with ways to determine effectiveness	Tutoring	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Reading Recovery Teacher, Math Interventionist, Computer Lab Teachers, Morning Math Lab Teachers, Reading Mastery Teacher, Save the Children Staff, Support Block Instructors, and Reading Workshop Teachers
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Strategy 2:

Progress Monitoring - Staff will monitor the progress of these students in the areas of math and reading.

Activity - Test Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, and Curriculum Coaches

Strategy 3:

Parent Involvement - Involve parents in their child's education.

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Engagement Coordinator will schedule activities to involve the parents in the child's education.	Parent Involvement	08/08/2012	12/31/2013	\$21000	Other	Carmen Reid

Activity - News Letter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

School will produce a monthly news letter to inform parents of school activities, business, functions, and student achievements.	Parent Involvement	08/08/2012	12/31/2013	\$0	No Funding Required	21st Century - Save the Children Change Coordinator
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Activity - Parent Call-Out Phone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings	Parent Involvement	08/08/2012	12/31/2013	\$5000	District Funding	Librarian

Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who are absent are given a curtisyy call to find out what is going on with the child on that given day	Parent Involvement	08/08/2012	12/31/2013	\$31000	Other	Academic Specialist

Strategy 4:

Professional Development - Teachers will attend Professional Development pretaining to the subject area they teach.

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches

Strategy 5:

ILP Addendum - The Individual Learning Plan (ILP) is fully intergrated with the Career Cruising career guidance system. Career Cruising is an internet-based career exploration and planning tool our students use to explore career and college options and develop a career plan. It can be accessed from school or home. The program includes the following: Interest and Skills Assessment, Career Profiles, Multimedia Interviews, College and Financial Aid Information, Individual Learning Plan, and Resume Builder.

This tool is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This enable the student, parents or guardians, teachers, and counselors to work together to develop a course of study that meets the student's needs and goals.

Research Cited: State requirement for 6th grade - 12th grade students

Activity - Goals and Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

Students will complete Career and Life Goals section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal
Activity - Advisement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom teacher, Computer Lab Instructor, Principal
Activity - Career Exploration and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career Matchmaker and Careers the Interest Me section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom Teacher, Computer Lab Instructor, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Call-Out Phone System	Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings	Parent Involvement	08/08/2012	12/31/2013	\$5000	Librarian
Total					\$5000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Attendance Checks	Parents of students who are absent are given a curtisyy call to find out what is going on with the child on that given day	Parent Involvement	08/08/2012	12/31/2013	\$31000	Academic Specialist
Parent Engagement Coordinator	Parent Engagement Coordinator will schedule activites to invove the parents in the child's education.	Parent Involvement	08/08/2012	12/31/2013	\$21000	Carmen Reid
Total					\$52000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Test Data	Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal, and Curriculum Coaches
Advisement Activities	Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom teacher, Computer Lab Instructor, Principal
Career Exploration and Assessments	Students will complete Career Matchmaker and Careers the Interest Me section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom Teacher, Computer Lab Instructor, Principal

Comprehensive School Improvement Plan

Manchester Elementary School

Bank of Intervention Resources	Develop a bank of intervention resources that are research-based and matched to individual student needs with ways to determine effectiveness	Tutoring	08/08/2012	12/31/2013	\$0	Principal, Curriculum Coaches, Reading Recovery Teacher, Math Interventionist, Computer Lab Teachers, Morning Math Lab Teachers, Reading Mastery Teacher, Save the Children Staff, Support Block Instructors, and Reading Workshop Teachers
Analyze student achievement by gap groups	Analyze student achievement by gap groups, relative to state (KPREP) and district and school assessment systems	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal, Curriculum Coaches, Classroom Teachers, Computer Lab Instructors
PD 360	Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches
News Letter	School will produce a monthly news letter to inform parents of school activities, business, functions, and student achievements.	Parent Involvement	08/08/2012	12/31/2013	\$0	21st Century - Save the Children Change Coordinator
Staff Assignment	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2012	12/31/2013	\$0	Principal

Comprehensive School Improvement Plan

Manchester Elementary School

Goals and Plans	Students will complete Career and Life Goals section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom Teachers, Computer Lab Instructor, Principal
					Total	\$0

Response for Required Action: Kindergarten Readiness

Overview

Plan Name

Response for Required Action: Kindergarten Readiness

Plan Rationale

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 average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017	Objectives: 1 Strategies: 1 Activities: 3	Organizational	Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.	\$0

Goal 1: Increase the average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.

Strategy 1:

School Readiness and Early Childhood - Use screeners to determine if the students are ready for school.

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
Activity - Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Pre-school teachers, and Pre-school Aides
Activity - Early Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support their child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Early Steps Instructor, Save the Children Instructor

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
Early Steps	Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support thier child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Early Steps Instructor, Save the Children Instructor
Preschool	Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Pre-school teachers, and Pre-school Aides
Kindergarten Diagnostic Screeners	Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
Total					\$0	

Response for Required Action: Achievement Gaps

Overview

Plan Name

Response for Required Action: Achievement Gaps

Plan Rationale

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017	Objectives: 1 Strategies: 5 Activities: 12	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.	\$10500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.

Strategy 1:

Best Practice - Teachers will utilize Best Practice such as those discussed in CHETL in their classrooms

Research Cited: CHETL is a researched based instructional model.

Activity - Analyze student achievement by gap groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (KPREP) and district and school assessment systems	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Classroom Teachers, Computer Lab Instructors

Activity - Bank of Intervention Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

Develop a bank of intervention resources that are research-based and matched to individual student needs with ways to determine effectiveness	Tutoring	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Reading Recovery Teacher, Math Interventionist, Computer Lab Teachers, Morning Math Lab Teachers, Reading Mastery Teacher, Save the Children Staff, Support Block Instructors, and Reading Workshop Teachers
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Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2012	12/31/2013	\$0	No Funding Required	Principal

Strategy 2:

ILP Addendum - The Individual Learning Plan (ILP) is fully intergrated with the Career Cruising career guidance system. Career Cruising is an internet-based career exploration and planning tool our students use to explore career and college options and develop a career plan. It can be accessed from school or home. The program includes the following: Interest and Skills Assessment, Career Profiles, Multimedia Interviews, College and Financial Aid Information, Individual Learning Plan, and Resume Builder.

This tool is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This enable the student, parents or guardians, teachers, and counselors to work together to develop a course of study that meets the student's needs and goals.

Research Cited: State requirement for 6th grade - 12th grade students

Activity - Advisement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom teacher, Computer Lab Instructor, Principal

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Activity - Career Exploration and Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career Matchmaker and Careers the Interest Me section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom Teacher, Computer Lab Instructor, Principal

Activity - Goals and Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career and Life Goals section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal

Strategy 3:

Progress Monitoring - Staff will monitor the progress of these students in the areas of math and reading.

Activity - Test Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, and Curriculum Coaches

Strategy 4:

Parent Involvement - Involve parents in their child's education.

Activity - Parent Call-Out Phone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings	Parent Involvement	08/08/2012	12/31/2013	\$0	No Funding Required	Librarian

Activity - News Letter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will produce a monthly news letter to inform parents of school activities, business, functions, and student achievements.	Parent Involvement	08/08/2012	12/31/2013	\$0	No Funding Required	21st Century - Save the Children Change Coordinator

Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

Academic Specialist will make phone calls each morning to the parents of the students that are absent, to determine the cause of absence.	Parent Involvement	08/08/2012	12/31/2013	\$8000	Other	Academic Specialist
Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Engagement Coordinator will schedule activities to involve the parents in the child's education.	Parent Involvement	08/08/2012	12/31/2013	\$2500	Other	Carmen Reid

Strategy 5:

Professional Development - Teachers will attend Professional Development pertaining to the subject area they teach.

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches

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
Parent Engagement Coordinator	Parent Engagement Coordinator will schedule activities to involve the parents in the child's education.	Parent Involvement	08/08/2012	12/31/2013	\$2500	Carmen Reid
Daily Attendance Checks	Academic Specialist will make phone calls each morning to the parents of the students that are absent, to determine the cause of absence.	Parent Involvement	08/08/2012	12/31/2013	\$8000	Academic Specialist
Total					\$10500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Call-Out Phone System	Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings	Parent Involvement	08/08/2012	12/31/2013	\$0	Librarian
Staff Assignment	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/08/2012	12/31/2013	\$0	Principal
Goals and Plans	Students will complete Career and Life Goals section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom Teachers, Computer Lab Instructor, Principal
Career Exploration and Assessments	Students will complete Career Matchmaker and Careers the Interest Me section of ILP	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom Teacher, Computer Lab Instructor, Principal
News Letter	School will produce a monthly news letter to inform parents of school activities, business, functions, and student achievements.	Parent Involvement	08/08/2012	12/31/2013	\$0	21st Century - Save the Children Change Coordinator

Comprehensive School Improvement Plan

Manchester Elementary School

PD 360	Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches
Bank of Intervention Resources	Develop a bank of intervention resources that are research-based and matched to individual student needs with ways to determine effectiveness	Tutoring	08/08/2012	12/31/2013	\$0	Principal, Curriculum Coaches, Reading Recovery Teacher, Math Interventionist, Computer Lab Teachers, Morning Math Lab Teachers, Reading Mastery Teacher, Save the Children Staff, Support Block Instructors, and Reading Workshop Teachers
Test Data	Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal, and Curriculum Coaches
Advisement Activities	Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/08/2012	05/31/2013	\$0	6th Grade Classroom teacher, Computer Lab Instructor, Principal
Analyze student achievement by gap groups	Analyze student achievement by gap groups, relative to state (KPREP) and district and school assessment systems	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal, Curriculum Coaches, Classroom Teachers, Computer Lab Instructors
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

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 average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017	Objectives: 1 Strategies: 6 Activities: 15	Organizational	Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.	\$97600

Goal 1: Increase the average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.

Strategy 1:

CIITS (The Continuous Instructional Improvement Technology System) - The Continuous Instructional Improvement Technology System, or CIITS, is program designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. In CIITS, teachers are able to access Kentucky academic standards and directly linked, aligned, high-quality, multi-media instructional resources. These classroom materials are designed to engage students in learning and reinforce the standards being taught.

CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS. Teachers can create formative assessments based on particular standards with the help of a test item bank containing more than 11,000 items.

Research Cited: State approved Data Base

Activity - CIITS as Instructional Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Other	Principal Dwight Harris, All P - 6 classroom teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make common assessments for math and reading.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	P - 6 Classroom teachers, Principal, and Curriculum coaches

Strategy 2:

Math Initiative - Our school will use Envision (a researched based textbook approved by the Clay County Board of Education) as their core math program. Interventions will be provided for students scoring below the 50th percentile on the MAPs testing scores.

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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	District Funding	Computer Lab Teachers Classroom Teacher
Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	No Funding Required	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$2000	State Funds	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$33400	Title I Part A, District Funding, Other	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
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Strategy 3:

Curriculum Assessment and Alignment - The members involved will assure that curriculum assessment and instruction are aligned with the state standards.

Research Cited: Adopted Kentucky Core Standards

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teachers, Principal, Curriculum Coach

Strategy 4:

School Readiness and Early Childhood - Use screeners to determine if the students are ready for school.

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
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Activity - Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Pre-school teachers, and Pre-school Aides

Activity - Early Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support their child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Early Steps Instructor, Save the Children Instructor

Strategy 5:

Literacy Initiative - Teachers will use a research based reading program as their core reading program.

Research Cited: Imagine-It (Researched Based Reading Program)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.</p>	<p>Direct Instruction</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$21800</p>	<p>Other, Title I Part A</p>	<p>Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,</p>
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery</p>	<p>Professional Learning</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$31500</p>	<p>Title I Part A, State Funds</p>	<p>All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,</p>

Activity - Imagine-It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.	Direct Instruction	08/07/2012	12/31/2013	\$0	No Funding Required	K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,
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Strategy 6:

RTI - With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Research Cited: Section 300.307 of the federal Special Education Regulations says that states must adopt criteria for determining whether a child has a specific learning disability. States must not require the use of a severe discrepancy between intellectual ability and achievement model. States must permit the use of a process based on the child's response to scientific, research-based intervention.

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a School Intervention Team *Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards *Review school intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options	Tutoring	01/07/2013	05/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$7400	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Technology	MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	Computer Lab Teachers Classroom Teacher
Total					\$14800	

State Funds

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

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Professional Development	All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$30000	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,
Professional Development	A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$2000	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart
Total					\$32000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$23000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,

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Reading Intervention	MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.	Direct Instruction	08/07/2012	12/31/2013	\$2000	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,
Professional Development	All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$1500	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,
Total					\$26500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Reading Intervention	MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.	Direct Instruction	08/07/2012	12/31/2013	\$19800	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,
CIITS as Instructional Resource	*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Principal Dwight Harris, All P - 6 classroom teachers
Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$3000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Total					\$24300	

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No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Map	Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	Classroom teachers, Principal, Curriculum Coach
Support Block	MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist
Preschool	Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Pre-school teachers, and Pre-school Aides
Imagine-It Reading Program	Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.	Direct Instruction	08/07/2012	12/31/2013	\$0	K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,
Analyze Data	*Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council

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School Intervention Team	<p>Establish a School Intervention Team</p> <p>*Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards</p> <p>*Review school intervention resources that are available</p> <p>*Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options</p>	Tutoring	01/07/2013	05/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist
Early Steps	<p>Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support thier child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.</p>	Academic Support Program	08/08/2012	12/31/2013	\$0	Early Steps Instructor, Save the Children Instructor
Common Assessments	<p>Teachers will make common assessments for math and reading.</p>	Academic Support Program	08/08/2012	12/31/2013	\$0	P - 6 Classroom teachers, Principal, and Curriculum coaches
Kindergarten Diagnostic Screeners	<p>Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.</p>	Academic Support Program	08/08/2012	12/31/2013	\$0	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
Total					\$0	

Response for Required Action: K-Prep Combined Proficiency

Overview

Plan Name

Response for Required Action: K-Prep Combined Proficiency

Plan Rationale

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 K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017	Objectives: 1 Strategies: 6 Activities: 15	Organizational	Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.	\$97600

Goal 1: Increase the average combined reading and math K-Prep scores for Manchester Elementary School students from 44.2% to 72.1% in 2017

Measurable Objective 1:

Collaborate to increase the averaged combined reading and math K-Prep scores for Manchester Elementary School from 50.0% to 55.0% by 05/31/2013 as measured by the school report card and Pearson Data Analysis.

Strategy 1:

CIITS (The Continuous Instructional Improvement Technology System) - The Continuous Instructional Improvement Technology System, or CIITS, is program designed to provide Kentucky public school educators with the 21st-century resources they need to carry out highly-effective teaching and learning in every classroom in Kentucky. In CIITS, teachers are able to access Kentucky academic standards and directly linked, aligned, high-quality, multi-media instructional resources. These classroom materials are designed to engage students in learning and reinforce the standards being taught.

CIITS contains a lesson planning tool and scheduler to help teachers manage standards-based instruction in their classrooms. Teachers may also share instructional resources they design through CIITS. Teachers can create formative assessments based on particular standards with the help of a test item bank containing more than 11,000 items.

Research Cited: State approved Data Base

Activity - CIITS as Instructional Resource	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Other	Principal Dwight Harris, All P - 6 classroom teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will make common assessments for math and reading.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	P - 6 Classroom teachers, Principal, and Curriculum coaches

Strategy 2:

Math Initiative - Our school will use Envision (a researched based textbook approved by the Clay County Board of Education) as their core math program. Interventions will be provided for students scoring below the 50th percentile on the MAPs testing scores.

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$2000	State Funds	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$33400	Title I Part A, Other, District Funding	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	No Funding Required	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	District Funding	Computer Lab Teachers Classroom Teacher
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Strategy 3:

Literacy Initiative - Teachers will use a research based reading program as their core reading program.

Research Cited: Imagine-It (Researched Based Reading Program)

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.	Direct Instruction	08/07/2012	12/31/2013	\$21800	Other, Title I Part A	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$31500	Title I Part A, State Funds	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,
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Activity - Imagine-It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.	Direct Instruction	08/07/2012	12/31/2013	\$0	No Funding Required	K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,

Strategy 4:

RTI - With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

Research Cited: Section 300.307 of the federal Special Education Regulations says that states must adopt criteria for determining whether a child has a specific learning disability. States must not require the use of a severe discrepancy between intellectual ability and achievement model. States must permit the use of a process based on the child's response to scientific, research-based intervention.

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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<p>Establish a School Intervention Team *Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards *Review school intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options</p>	Tutoring	01/07/2013	05/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist
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Strategy 5:

Curriculum Assessment and Alignment - The members involved will assure that curriculum assessment and instruction are aligned with the state standards.

Research Cited: Adopted Kentucky Core Standards

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teachers, Principal, Curriculum Coach

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council

Strategy 6:

School Readiness and Early Childhood - Use screeners to determine if the students are ready for school.

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

Manchester Elementary School

Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Pre-school teachers, and Pre-school Aides
Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
Activity - Early Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support their child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	No Funding Required	Early Steps Instructor, Save the Children Instructor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$7400	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Technology	MES will provide IXL, Success Maker, and Study Island, researched based math computer programs, in the computer lab for struggling math students. These programs will also be available for use at home.	Technology	08/07/2012	12/31/2013	\$7400	Computer Lab Teachers Classroom Teacher
Total					\$14800	

State Funds

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

Manchester Elementary School

Professional Development	All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/07/2012	12/31/2013	\$30000	All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,
Professional Development	A math committee will attend professional development (PIMSER)	Professional Learning	08/08/2012	12/31/2013	\$2000	Dwight Harris, Teresa Fields, Lesley Collins, and Jennifer Stewart
Total					\$32000	

Title I Part A

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

Manchester Elementary School

<p>Reading Intervention</p>	<p>MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.</p>	<p>Direct Instruction</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$2000</p>	<p>Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,</p>
<p>Professional Development</p>	<p>All teachers P - 4 will receive PD and on-going training in the Imagine It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading Interventionist will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery</p>	<p>Professional Learning</p>	<p>08/07/2012</p>	<p>12/31/2013</p>	<p>\$1500</p>	<p>All P - 4 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, Curriculum Coaches - Margaret Word and Wanda Combs,</p>

Comprehensive School Improvement Plan

Manchester Elementary School

Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$23000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
Total					\$26500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will strive to provide math interventions for all students scoring below the 50 percentile in math on the MAPs test. There will be two morning math labs will be utilized before school begins each day using researched based programs. They will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use researched based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/07/2012	05/31/2013	\$3000	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs,
CIITS as Instructional Resource	*Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting. Leaders use CIITS for analyzing student level data for teacher and school wide instructional improvements. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Professional Learning	08/08/2012	05/31/2013	\$1500	Principal Dwight Harris, All P - 6 classroom teachers

Comprehensive School Improvement Plan

Manchester Elementary School

Reading Intervention	MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Retired Teachers, Promise Neighborhood Interventionist, 21st Century - Save the Children In-school Intervention, 21st Century - Save the Children Grandparent program, and 21st Century - Save the Children After-school program in order to improve comprehension and fluency. Students falling below the 20th percentile on the reading MAPs test will receive an additional one hour block of Reading Mastery after the reading block. The lowest 10 percent of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention five days a week.	Direct Instruction	08/07/2012	12/31/2013	\$19800	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators,
Total					\$24300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Diagnostic Screeners	Assess all kindergarteners at school entry with the common statewide screener (BRIGANCE) and Imagine - It kindergarten screener to determine readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Academic Specialist, Curriculum Coaches, Kindergarten Teachers
Imagine-It Reading Program	Teachers will continue to use the Imagine-It (researched based reading program) as their core reading program. It will involve a two hour reading block which includes one hour of whole group instruction and one hour of small ability grouped workshop instruction.	Direct Instruction	08/07/2012	12/31/2013	\$0	K - 4 grade classroom teachers, Principal Dwight Harris, Curriculum coaches - Margaret Word and Wanda Combs,

Comprehensive School Improvement Plan

Manchester Elementary School

School Intervention Team	<p>Establish a School Intervention Team</p> <ul style="list-style-type: none"> *Consider large areas of (Tier 1) of student needs, and meet with grade level, content level departments or PLCs to develop plans to address gaps in instructional planning or learner needs based on standards *Review school intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options 	Tutoring	01/07/2013	05/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, Classroom Teacher, Special Education Teacher, School Psychologist, and Interventionist
Common Assessments	Teachers will make common assessments for math and reading.	Academic Support Program	08/08/2012	12/31/2013	\$0	P - 6 Classroom teachers, Principal, and Curriculum coaches
Curriculum Map	Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core content as the subject content is taught.	Policy and Process	08/08/2012	12/31/2013	\$0	Classroom teachers, Principal, Curriculum Coach
Support Block	MES will schedule a support block, daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/07/2012	12/31/2013	\$0	Classroom Teachers, Computer Lab Teacher, Principal Dwight Harris, Curriculum Coaches - Margaret Word and Wanda Combs, and Math Interventionist
Analyze Data	<ul style="list-style-type: none"> *Analyze curriculum to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment 	Academic Support Program	08/08/2012	12/31/2013	\$0	Principal Dwight Harris, Curriculum Coaches, P-6 Classroom teachers, SBDM Council

Comprehensive School Improvement Plan

Manchester Elementary School

Early Steps	Early Steps provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with the skills and knowledge to successfully support thier child's growth; and to develop strong home-school connections. Save the children is building strong foundations for parenting and school readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Early Steps Instructor, Save the Children Instructor
Preschool	Instead of having only one preschool classroom, we plan to have two preschool classrooms available at our school. This will allow the opportunity for more students in the community to attend preschool, which will in turn increase their kindergarten readiness.	Academic Support Program	08/08/2012	12/31/2013	\$0	Pre-school teachers, and Pre-school Aides
Total					\$0	

Response for Required Action: Program Reviews

Overview

Plan Name

Response for Required Action: Program Reviews

Plan Rationale

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	To identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	Collaborate to identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing. by 05/31/2016 as measured by the Program Review Rubric.	\$0

Goal 1: To identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.

Measurable Objective 1:

Collaborate to identified specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing. by 05/31/2016 as measured by the Program Review Rubric.

Strategy 1:

Program Review - Use the Program Review Rubric to develop distinguished programs in the areas of Arts and Humanities, PL/CS, and Writing.

Activity - Family Resouce Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with Family Resource Center to bring in outside educational resources to incorporate drama, etc. into the curriculum (Children's Theater)	Extra Curricular	08/08/2012	05/30/2014	\$0	No Funding Required	Family Resource Director

Activity - Intergrate Arts and Humanities, PL/CS, and Writing into curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work to intergrate Arts and Humanities, PL/CS, and writing into the everyday instruction by training staff in the program review document during PLC's, Develop a consistant way to document program review progress.	Academic Support Program	08/08/2012	05/30/2014	\$0	No Funding Required	Librarian, Classroom Teachers, Principal, Curriculum Coaches

Activity - Community Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work closely with community partners to incorporate outside resources for career studies such as banks, library, courthouse, factories, community services, etc.	Career Preparation/Orientation	08/08/2012	05/30/2014	\$0	No Funding Required	Parent Engagement Coordinator

Activity - Promise Neighborhood	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with Promise Neighborhood to bring in outside art and drama resources such as Art/Dance/Instructors	Extra Curricular	08/08/2012	05/30/2014	\$0	No Funding Required	Academic Specialist

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
Intergrate Arts and Humanities, PL/CS, and Writing into curriculum	Work to intergrate Arts and Humanities, PL/CS, and writing into the everyday instruction by training staff in the program review document during PLC's, Develop a consistant way to document program review progress.	Academic Support Program	08/08/2012	05/30/2014	\$0	Librarian, Classroom Teachers, Principal, Curriculum Coaches
Promise Neighborhood	Partner with Promise Neighborhood to bring in outside art and drama resources such as Art/Dance/Instructors	Extra Curricular	08/08/2012	05/30/2014	\$0	Academic Specialist
Family Resouce Center	Work with Family Resource Center to bring in outside educational resources to incorporate drama, etc. into the curriculum (Children's Theater)	Extra Curricular	08/08/2012	05/30/2014	\$0	Family Resource Director
Community Partners	Work closely with community partners to incorporate outside resources for career studies such as banks, library, courthouse, factories, community services, etc.	Career Preparation/O rientation	08/08/2012	05/30/2014	\$0	Parent Engagement Coordinator
Total					\$0	

Response for Required Action: TELL Survey

Overview

Plan Name

Response for Required Action: TELL Survey

Plan Rationale

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 average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017	Objectives: 1 Strategies: 1 Activities: 2	Organizational	Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33.9% in 2012 to 67.0% in 2017

Measurable Objective 1:

Collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 37.0% to 68.5% by 05/31/2013 as measured by K-PREP.

Strategy 1:

Professional Development - Teachers will attend Professional Development pertaining to the subject area they teach.

Activity - PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	No Funding Required	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches
Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend professional development sessions related to their specific content areas and share the information gathered at these meetings with staff in their school during PLC meetings.	Professional Learning	08/08/2012	12/31/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will attend professional development sessions related to their specific content areas and share the information gathered at these meetings with staff in their school during PLC meetings.	Professional Learning	08/08/2012	12/31/2013	\$0	Principal, Curriculum Coaches, Classroom Teachers
PD 360	Teachers access PD 360 to utilize professional development in the area of special education inclusion in the regular education classroom, and how to close the gap between students from low economic status.	Professional Learning	08/08/2012	12/31/2013	\$0	Classroom teacher, Special Education Teachers, Principal, Curriculum Coaches
Total					\$0	