



KDE Comprehensive School Improvement Plan

Goose Rock Elementary
Clay County

William Sexton, Principal
364 Hwy 1524
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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

Goose Rock Elementary has Pre-school through Sixth Grade students. We have approximately 209 students. We are nestled in a rural community a few miles from Manchester, in Southeastern, Kentucky. We serve a population with a high poverty rate, 76.02% of our students receive free or reduce lunch. We have a student to classroom teacher ratio of 23:1. With a total of 23 certified full time teachers that have a combined average of 10.9 years of teaching experience. We have 63.2% of our teachers who have a Master's Degree, and 26.3% of our teachers have a Rank 1, and only 10.5% have just a Bachelor's Degree.

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

There are several unique features and challenges that are associated with the community that our school serves. One unique feature that comes with our students is the lack of basic necessities. Due to the high poverty rate we felt that we could truly benefit from a backpack program. Several students require additional food through a Backpack Program that is from God's Pantry funded through Wal-mart. Another unique feature is our high mobility rate which is 7.69%. This makes meeting the needs of these students very difficult because of their lack of stability at home. Finally, we have a high percentage of special education students, 25.36%, which equals out to be 1/4 of our student population.

School's Purpose

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

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

Notable Achievements and Areas of Improvement

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

Academically, Goose Rock Elementary has made great improvements in the level of reading for every student enrolled. Our Reading MAP scores have made great gains in the last 3 years mainly because of our new research based reading program Imagine It!, which is funded through the Elgin Foundation. We met our AMO in the year 2009-2010. We also met our annual yearly progress in the year 2010-2011. Our overall goal for the year 2014-2015 is to become a proficient school. A gap analysis was conducted and problem areas were identified. We found reasons for concern in all content areas., therefore we want to target all scores in all subject areas for improvement. According to the K-PREP scores, in the areas of reading and math, our percentage of novice students was much higher than proficient/distinguish students. We, as a school, 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.

Our goal over the next few years is to see more students at a level of proficiency in both and reading than not. As of now only a handful of our students in grades 3-6 are performing at the proficiency level.

We have new Math textbooks called Envision. Science is using NGL Science standards. We have started an archery class here at Goose Rock for students in grades 4th -6th and a Farm to School garden. The students named the garden Rocket Fuel. The students learn how to plant and cultivate vegetables that are grown in the garden. Some of the vegetables are potatoes, corn, peppers, tomatoes, etc. Fruits were also planted for example watermelon and strawberries.

Additional Information

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

Our school would like to receive funding for new updated textbooks such as Science and Social Studies.

Goose Rock Elem. CSIP 2014-2015

Overview

Plan Name

Goose Rock Elem. CSIP 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$48100
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$75400
3	Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$900

Goal 1: Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy 1:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	06/30/2017	\$1500	Race to the Top	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Activity - Lesson Plans and Resources	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.	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Certified Staff

Strategy 2:

RTI/KSI - RTI Teams will meet to analyze academic and behavioral data for the school.

Category: Continuous Improvement

Activity - Individual Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	William Sexton, Lisa Thompson, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
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Strategy 3:

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

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	06/30/2017	\$0	No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	06/30/2017	\$23000	Grant Funds	Nannie Mae Lumpkin

Strategy 4:

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

Category: Stakeholder Engagement

Activity - Reading/Math Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	01/07/2014	06/30/2017	\$0	No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

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Activity - Parent Engagement Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Calls parents about attendance, Home visits, assists with community events,	Parent Involvement	09/01/2014	06/30/2017	\$20000	Grant Funds	Crystal Swafford

Strategy 5:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Jackson, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, T. Jackson, J. Hooker, D. Hollen, Classroom teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	William Sexton, Principal Lisa Thompson, Instructional Coach

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Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	No Funding Required	Dawn Hibbard

Activity - Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	District Funding	William Sexton, Principal Shirley Joe Smith, School PD Coordinator

Strategy 6:

Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/01/2014	05/31/2015	\$2000	Other	Promise Neighborhood Emily Jackson and Dean Cornett

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal Lisa Thompson Dean Cornett Marsha Robertson Sarah Bowling Shirley Joe Smith
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Strategy 7:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	William Sexton, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, practices, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$500	Title I Part D	William Sexton, Principal Kristi Woods, District Math Coach

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 to 66.5% in 2017.

Measurable Objective 1:

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collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy 1:

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

Category: Learning Systems

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	06/30/2017	\$500	Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	06/30/2017	\$500	Other	Kim Stubblefield

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	06/30/2017	\$0	No Funding Required	Richard Combs, Paul Hughes

Strategy 2:

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

Category: Learning Systems

Activity - Math Intervention Teacher K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	06/30/2017	\$41900	Math Achievement Fund	Dianna Hollen

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	06/30/2017	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller
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Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	06/30/2017	\$28000	Other	Betty Gregory

Strategy 3:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	William Sexton, Principal
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	07/01/2014	06/30/2015	\$500	Other	Promise Neighborhood Staff Heather Bowling, FRYSC Director

Goal 3: Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy 1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	Central Office Staff, Principal
Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal
Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal
Activity - Peer Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	06/30/2015	\$200	Race to the Top	William Sexton, Principal
Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	06/30/2017	\$700	Race to the Top	William Sexton, Principal
Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	06/30/2015	\$0	No Funding Required	William Sexton, Principal

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
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	06/30/2017	\$500	Kim Stubblefield
Guest Artisans	Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/01/2014	05/31/2015	\$2000	Promise Neighborhood Emily Jackson and Dean Cornett
Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	06/30/2017	\$500	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier
Math Tutoring	Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	06/30/2017	\$28000	Betty Gregory
Parental Involvement	Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	07/01/2014	06/30/2015	\$500	Promise Neighborhood Staff Heather Bowling, FRYSC Director
Total					\$31500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Engagement Specialist	Calls parents about attendance, Home visits, assists with community events,	Parent Involvement	09/01/2014	06/30/2017	\$20000	Crystal Swafford

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ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	06/30/2017	\$23000	Nannie Mae Lumpkin
Total					\$43000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certification/Calibration	Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	06/30/2017	\$700	William Sexton, Principal
Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	06/30/2017	\$1500	Mr. Sexton, Lisa Thompson, Dianna Hollen
Peer Review	Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	06/30/2015	\$200	William Sexton, Principal
Total					\$2400	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Participate in aligned, research-based professional learning focused on math content, practices, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$500	William Sexton, Principal Kristi Woods, District Math Coach
Total					\$500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance	Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	William Sexton, Principal Shirley Joe Smith, School PD Coordinator

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Total \$1100

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Teacher K-3	Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program	08/27/2012	06/30/2017	\$41900	Dianna Hollen
Total					\$41900	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, T. Jackson, J. Hooker, D. Hollen, Classroom teachers
Student Growth	All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	06/30/2015	\$0	William Sexton, Principal
Curriculum	Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	William Sexton, Principal Lisa Thompson, Instructional Coach
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	06/30/2017	\$0	Richard Combs, Paul Hughes
Self Reflection and Professional Growth Plan	Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2014	06/30/2015	\$0	William Sexton, Principal

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Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	06/30/2017	\$0	Program Review Lead Lisa Thompson, Building Assessment Coordinator
Feedback	Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	06/30/2015	\$0	William Sexton, Principal
Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	06/30/2017	\$0	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield , M. Smith
Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	06/30/2017	\$0	William Sexton, Principal
Reading/Math Family Night	School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement	01/07/2014	06/30/2017	\$0	Emily Jackson, Dianna Hollen, Jennifer Crockett
Primary Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Jackson, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore

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Individual Learning Plan	Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program	02/01/2013	06/30/2017	\$0	William Sexton, Lisa Thompson, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz
Lesson Plans and Resources	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	06/30/2015	\$0	Certified Staff
Observations	Development and implementation of an intentional schedule for classroom visits beyond scheduled observations.	Academic Support Program	07/01/2014	06/30/2015	\$0	William Sexton, Principal
Collaboration	Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/01/2014	06/30/2015	\$0	William Sexton, Principal Lisa Thompson Dean Cornett Marsha Robertson Sarah Bowling Shirley Joe Smith
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	06/30/2017	\$0	William Sexton, Lisa Thompson, Dianna Hollen
Kindergarten Screener	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	06/30/2017	\$0	Marsha Robertson, Sarah Bowling, Betty Gregory
Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	06/30/2015	\$0	William Sexton, Principal
Certified Evaluation Plan	Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2014	06/30/2015	\$0	Central Office Staff, Principal

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Curriculum	Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	06/30/2017	\$0	William Sexton, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach
Intermediate Reading Block	Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	Dawn Hibbard
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	06/30/2017	\$0	William Sexton, Lisa Thompson
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Island	Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	06/30/2017	\$4000	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller
Total					\$4000	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

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

Areas of Strengths

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

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

Opportunities for Improvement

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

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

Conclusion

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

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

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Principal, William Sexton, teacher Dianna Hollen, teacher Kim Stubblefield.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.14

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

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

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

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

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 3.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

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

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

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

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

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

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

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers some information to parents to learn how to support their child's learning.</p>	Novice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership rarely invites employers to support adult participation in education.	Novice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

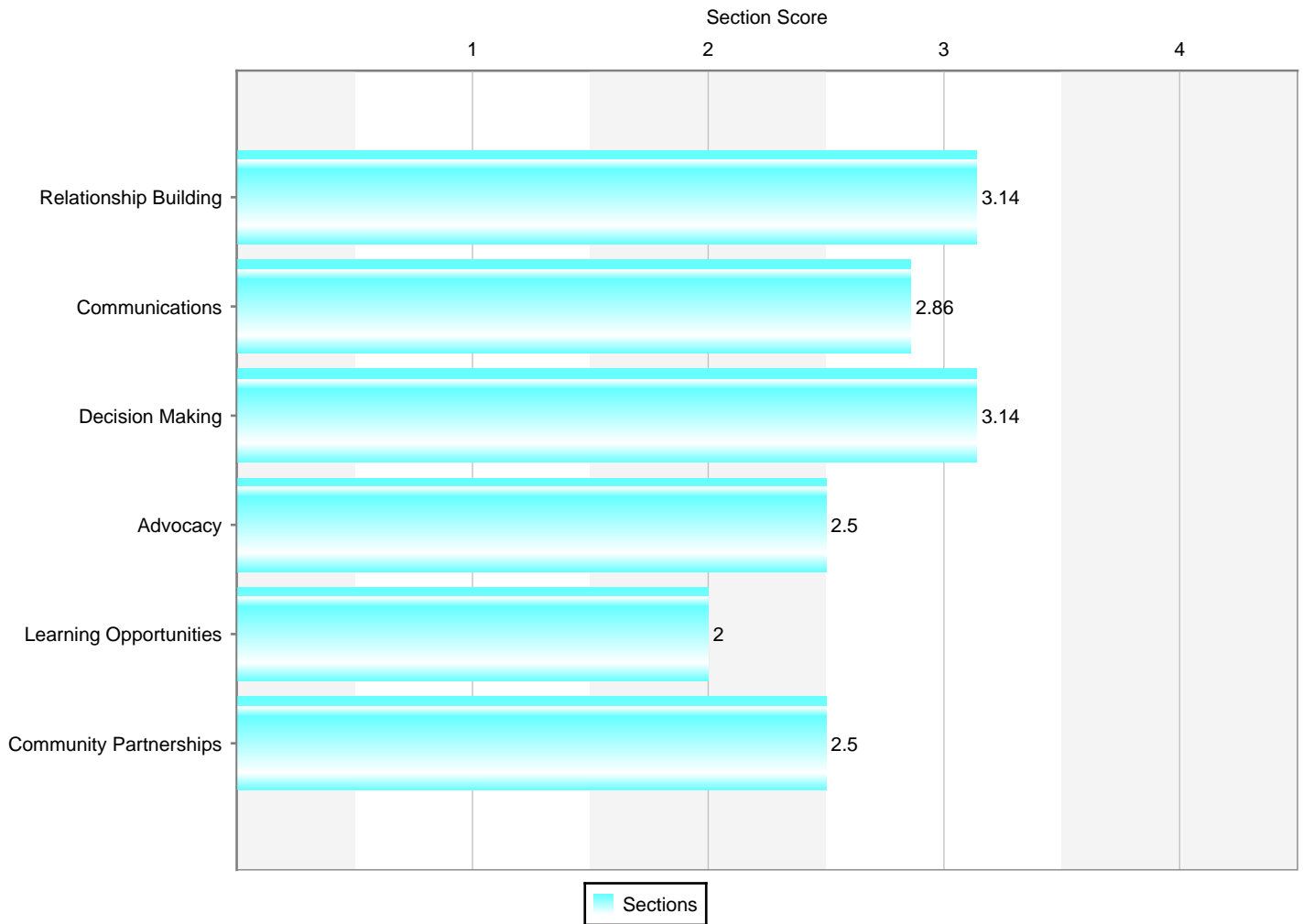
Reflect upon your responses to each of the Missing Piece objectives.

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

One area of strength was building relationships. Another area of strength was communication. To sustain the areas of building relationships we will continue to make every effort to form early relationships with new students and parents. We will also try to maintain good working relationships with all students parents or guardians by keeping them informed and up-to-date through open house, parent contact logs (on which we will document all parental contacts by phone, email, meetings, etc.). The area that we need the most improvement in was Community Partnerships. To improve our Community Partnerships we will make efforts to inform our community stakeholders about student achievement, student expectations, and keep the community informed of ways that they can be of assistance to our students and parents.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

PLC's and staff meetings were utilized to inform GRE Stakeholder's of their individual roles and each individual was placed in a group based on a subject area of the K-PREP. There was a reading, math, social studies, science, and writing team. Meetings for each team were scheduled based on each teacher's planning time and PLC time.

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

The following representations made up the stakeholder groups that participated in the development of the improvement plan; teachers, parents, classified staff, resource center director, parent engagement specialist. Each individual was required to analyze data for their subject area or area of need looking for gaps and ways that we may be able to easily increase our scores and make the most impact for our student's achievement. Then each group met and compared their findings and discuss ways to improve that area. Each group was required to present their findings at a staff meeting and site-base meetings.

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

Through site base meetings, staff, and PLC meetings all GRE stakeholders will receive monthly updates on the progress we are making toward meeting our Comprehensive School Improvement Plan Goals.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Yes, our school got in groups and analyzed the data during PLC's. We looked for our strengths and weaknesses. We also looked to find any achievement gaps whether academic or otherwise. We broke the data down by subject and grade level. The staff was grouped by grade and subject area. After identifying our strengths and weaknesses we continued to work in groups during PLC's to identify objectives, strategies, and activities that could strengthen our student performance.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes	To provide additional support to our already research-based programs for reading and math we utilizing Reading Mastery, Reading Recovery, and Math Interventions for grades K-3. Also, we are using our Academic Specialist, to provide 4-6 grade students additional math tutoring during school as well as afterschool. Also, we are utilizing our support blocks in all grades to increase the amount of instruction that students receive in the subject area that they need it most.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	To help our incoming students our ESSS Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3. Even through the end of Kindergarten our ESSS Coordinator services our students by providing weekly book bags with books for them to read with their families. The preschool teacher transitions our preschool students by having them do play dates prior to entering preschool.	

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Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Goose Rock Elementary uses approved research-based instructional programs and interventions that contain research-based instructional strategies.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Goose Rock Elementary's Site-Based Decision Making Council interviews all potential candidates using specific questions formulated by staff and council based on the needs of the school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	We plan instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Goose Rock is a Title 1 school and the budget is approved by the SBDM.	

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Goose Rock Elementary planned or provided professional development activities for teachers pertaining to PGES and specific content areas. Paraeducators will also receive professional development for programs that they do instruction for.	

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Goose Rock Elementary has an annual evaluation that addresses the comprehensive plan and we use student results to identify changes when needed.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	We conducted a comprehensive needs assessment that included a review of the K-PREP and MAP data. We establish objectives to identify eligible Title I students.	

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Goose Rock Elementary planned targeted activities for those students identified and coordinated with our other federal, state, and local programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	All students at Goose Rock Elementary have access for Title 1 services.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Goose Rock Elementary plans activities that correlate with and support the regular educational program.	

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Goose Rock Elementary is school wide Title 1.	

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

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Goose Rock Elementary allocated and spent federal program funds only on programs and activities for all students. Reports are sent to schools upon request.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Goose Rock Elementary has developed strategies to increase parental involvement in the design, implementation, and evaluation of all students, which include the implementation of a Parent Compact and a Parent Involvement Policy. Goose Rock is a school wide Title 1.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Goose Rock Elementary is school wide Title 1.	

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

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

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	The current school year Comprehensive School Improvement (CSIP) is available for stakeholders to examine on our school website and linked to our district website. http://www.clay.kyschools.us/school_home.aspx?schoolID=6	

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

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

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

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

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

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency that will increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Individual Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program			02/01/2013	06/30/2015	\$0 - No Funding Required	William Sexton, Lisa Thompson, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

Strategy2:

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

Category:

Research Cited:

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

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Goose Rock Elementary

Activity - Intermediate Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program			08/16/2013	06/30/2017	\$0 - No Funding Required	Dawn Hibbard

Activity - Primary Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Jackson, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, T. Jackson, J. Hooker, D. Hollen, Classroom teachers

Strategy3:

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

Category:

Research Cited:

Activity - Reading/Math Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the-Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement			01/07/2014	06/30/2015	\$0 - No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Goal 2:

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

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

Strategy2:

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

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program			08/20/2012	06/30/2017	\$500 - Other	Kim Stubblefield

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Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program			08/13/2012	06/30/2017	\$500 - Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program			10/01/2012	06/30/2017	\$0 - No Funding Required	Richard Combs, Paul Hughes

Strategy3:

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

Category:

Research Cited:

Activity - Math Intervention Teacher K-3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program			08/27/2012	06/30/2015	\$41900 - Math Achievement Fund	Dianna Hollen

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program			09/10/2012	06/30/2015	\$28000 - Other	Betty Gregory

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program			12/03/2012	06/30/2017	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller

Goal 3:

Goose Rock needs to increase our male scoring proficient/distinguished in the areas of Science, Math, and Writing by 10%.

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Goose Rock Elementary

Measurable Objective 1:

demonstrate a proficiency by increasing the number of males scoring proficient/distinguished in Science and Math by 10% by 06/30/2015 as measured by K-PREP.

Strategy1:

Guest Artisans - Guest artists will demonstrate and provide opportunities for students to create individual works of art.

Category: Continuous Improvement

Research Cited:

Activity - Dancer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A west African dancer will perform and then led students in performing	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson and Dean Cornett

Activity - Blacksmith	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kids create a product such as a hook, horse shoe	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson, Dean Cornett

Narrative:

According to the 2013 TELL survey, Goose Rock Elementary was lower than the district and state in the following areas; selecting instructional materials and resources, devising teaching techniques, setting grading and student assessment practices, and proving input on how the school budget will be spent.

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

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency that will increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - ESSS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement			08/08/2012	06/30/2015	\$500 - Other	Nannie Mae Lumpkin

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program			08/23/2013	06/30/2015	\$0 - No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Strategy2:

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

Category:

Research Cited:

Activity - Improve Student Performance and Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program			01/07/2014	06/30/2017	\$500 - Race to the Top	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program			01/07/2014	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Strategy3:

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

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Reading/Math Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the-Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement			01/07/2014	06/30/2015	\$0 - No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Strategy4:

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

Category:

Research Cited:

Activity - Individual Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program			02/01/2013	06/30/2015	\$0 - No Funding Required	William Sexton, Lisa Thompson, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

Strategy5:

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

Category:

Research Cited:

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

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Goose Rock Elementary

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, T. Jackson, J. Hooker, D. Hollen, Classroom teachers

Activity - Primary Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Jackson, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore

Activity - Intermediate Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program			08/16/2013	06/30/2017	\$0 - No Funding Required	Dawn Hibbard

Goal 2:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy1:
 Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.
 Category:
 Research Cited:

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program			08/20/2012	06/30/2017	\$500 - Other	Kim Stubblefield

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Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program			10/01/2012	06/30/2017	\$0 - No Funding Required	Richard Combs, Paul Hughes

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Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program			08/13/2012	06/30/2017	\$500 - Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

Strategy2:

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

Category:

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Strategy3:

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

Category:

Research Cited:

Activity - Math Intervention Teacher K-3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program			08/27/2012	06/30/2015	\$41900 - Math Achievement Fund	Dianna Hollen

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program			09/10/2012	06/30/2015	\$28000 - Other	Betty Gregory

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program			12/03/2012	06/30/2017	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller

Goal 3:

Goose Rock needs to increase our male scoring proficient/distinguished in the areas of Science, Math, and Writing by 10%.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of males scoring proficient/distinguished in Science and Math by 10% by 06/30/2015 as measured by K-PREP.

Strategy1:

Guest Artisans - Guest artists will demonstrate and provide opportunities for students to create individual works of art.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Blacksmith	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kids create a product such as a hook, horse shoe	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson, Dean Cornett

Activity - Dancer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A west African dancer will perform and then led students in performing	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson and Dean Cornett

All children were screened for kindergarten readiness.

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency that will increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program			08/23/2013	06/30/2015	\$0 - No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Activity - ESSS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement			08/08/2012	06/30/2015	\$500 - Other	Nannie Mae Lumpkin

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

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency that will increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - ESSS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement			08/08/2012	06/30/2015	\$500 - Other	Nannie Mae Lumpkin

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program			08/23/2013	06/30/2015	\$0 - No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

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

Goal 1:

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

Measurable Objective 1:

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demonstrate a proficiency that will increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Reading/Math Family Night	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading and math. The librarian, math interventionist, and Save-the-Children Coordinator will facilitate a fun filled reading and math activity night that encourages parent participation.	Parent Involvement			01/07/2014	06/30/2015	\$0 - No Funding Required	Emily Jackson, Dianna Hollen, Jennifer Crockett

Strategy2:

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

Category:

Research Cited:

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to do enrichment activities in reading and math.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, T. Jackson, J. Hooker, D. Hollen, Classroom teachers

Activity - Intermediate Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program			08/16/2013	06/30/2017	\$0 - No Funding Required	Dawn Hibbard

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Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All taught curriculum will be research based and aligned with the Kentucky Core Academic Standards. The principal and curriculum coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

Activity - Primary Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program			08/09/2012	06/30/2017	\$0 - No Funding Required	L. Thompson, M. Robertson, S. Bowling, D. Hollen, G. Smith, W. Holland, T. Jackson, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore

Strategy3:

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

Category:

Research Cited:

Activity - ESSS Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement			08/08/2012	06/30/2015	\$500 - Other	Nannie Mae Lumpkin

Activity - BRIGANCE	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE)	Academic Support Program			08/23/2013	06/30/2015	\$0 - No Funding Required	Marsha Robertson, Sarah Bowling, Betty Gregory

Strategy4:

Student Intervention Team - Team will meet to discuss students who do not meet district and state benchmarks scores and develop an

SY 2014-2015

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individual student plan for addressing the needs of those students.

Category:

Research Cited:

Activity - Individual Learning Plan	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students not meeting district and state benchmarks, for example MAP and K-PREP, will have an individualized learning plan that will be used to make decisions about moves in and among tiers.	Academic Support Program			02/01/2013	06/30/2015	\$0 - No Funding Required	William Sexton, Lisa Thompson, Kim Stubblefield, Dianna Hollen, Marsha Robertson, Heather Fultz

Strategy5:

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

Category:

Research Cited:

Activity - Improve Student Performance and Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program			01/07/2014	06/30/2017	\$500 - Race to the Top	Mr. Sexton, Lisa Thompson, Dianna Hollen

Activity - Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program			01/07/2014	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson, Dianna Hollen

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program			12/03/2012	06/30/2017	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program			09/10/2012	06/30/2015	\$28000 - Other	Betty Gregory

Activity - Math Intervention Teacher K-3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program			08/27/2012	06/30/2015	\$41900 - Math Achievement Fund	Dianna Hollen

Strategy2:

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

Category:

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

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Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

Strategy3:

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

Category:

Research Cited:

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program			10/01/2012	06/30/2017	\$0 - No Funding Required	Richard Combs, Paul Hughes

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program			08/13/2012	06/30/2017	\$500 - Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program			08/20/2012	06/30/2017	\$500 - Other	Kim Stubblefield

Goal 3:

Goose Rock needs to increase our male scoring proficient/distinguished in the areas of Science, Math, and Writing by 10%.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of males scoring proficient/distinguished in Science and Math by 10% by 06/30/2015 as measured by K-PREP.

Strategy1:

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Guest Artisans - Guest artists will demonstrate and provide opportunities for students to create individual works of art.

Category: Continuous Improvement

Research Cited:

Activity - Dancer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A west African dancer will perform and then led students in performing	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson and Dean Cornett

Activity - Blacksmith	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kids create a product such as a hook, horse shoe	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson, Dean Cornett

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5% to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy1:

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

Category:

Research Cited:

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program			08/13/2012	06/30/2017	\$500 - Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

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Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program			08/20/2012	06/30/2017	\$500 - Other	Kim Stubblefield

Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program			10/01/2012	06/30/2017	\$0 - No Funding Required	Richard Combs, Paul Hughes

Strategy2:

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

Category:

Research Cited:

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

Strategy3:

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

Category:

Research Cited:

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Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program			12/03/2012	06/30/2017	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller

Activity - Math Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program			09/10/2012	06/30/2015	\$28000 - Other	Betty Gregory

Activity - Math Intervention Teacher K-3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program			08/27/2012	06/30/2015	\$41900 - Math Achievement Fund	Dianna Hollen

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category:

Research Cited:

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Activity - Instructional Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program			01/07/2014	06/30/2017	\$0 - No Funding Required	Lisa Thompson, William Sexton, Dean Cornett, Marsha Robertson, Sarah Bowling

Strategy2:

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

Category:

Research Cited:

Activity - Study Island	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Study Island daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program			12/03/2012	06/30/2017	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling, Dianna Hollen, Heather Fultz, Lainie Miller

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Students will receive in-school and if needed afterschool math tutoring in grades 4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program			09/10/2012	06/30/2015	\$28000 - Other	Betty Gregory

Activity - Math Intervention Teacher K-3	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring in the 10th - 15th percentile according to MAP may receive math intervention from Math Intervention Specialist.	Academic Support Program			08/27/2012	06/30/2015	\$41900 - Math Achievement Fund	Dianna Hollen

Strategy3:

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

Category:

Research Cited:

Activity - Reading Recovery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program			08/20/2012	06/30/2017	\$500 - Other	Kim Stubblefield

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Activity - Corrective Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program			10/01/2012	06/30/2017	\$0 - No Funding Required	Richard Combs, Paul Hughes

Activity - Reading Mastery	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 40th percentile or below according to the reading MAP assessment.	Academic Support Program			08/13/2012	06/30/2017	\$500 - Other	Kim Stubblefield, Palma Ferrell, Toni Jackson, Marsha Robertson, Jennie Hooker, Mary Napier

Strategy4:

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

Category:

Research Cited:

Activity - Grade Level Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	L.Thompson, M. Robertson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, L. Miller, D. Sizemore, T. Jackson, P.Ferrell, K.Stubblefield, M. Smith

Activity - PLC Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program			02/01/2013	06/30/2017	\$0 - No Funding Required	William Sexton, Lisa Thompson

Goal 2:

Goose Rock needs to increase our male scoring proficient/distinguished in the areas of Science, Math, and Writing by 10%.

Measurable Objective 1:

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demonstrate a proficiency by increasing the number of males scoring proficient/distinguished in Science and Math by 10% by 06/30/2015 as measured by K-PREP.

Strategy1:

Guest Artisans - Guest artists will demonstrate and provide opportunities for students to create individual works of art.

Category: Continuous Improvement

Research Cited:

Activity - Dancer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A west African dancer will perform and then led students in performing	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson and Dean Cornett

Activity - Blacksmith	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kids create a product such as a hook, horse shoe	Academic Support Program			09/01/2014	06/30/2015	\$0 - Other	Emily Jackson, Dean Cornett

School Safety Diagnostic

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Yes Goose Rock Elementary has an updated Emergency Management Plan.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	No	No the SBDM Council has not adopted a policy requiring the development and adoption of an EMP.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	No	No the SBDM council has not adopted the EMP.	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	No	The school provides the Central Office with a copy of the school's EMP and a copy of the school's floor plan.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	The EMP has been reviewed and revised as needed by the SBDM council and principal.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	The EMP has been reviewed with the faculty and staff on the first instructional day of the school year.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	The EMP was sent to the Central Office to be reviewed.	

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	The evacuation routes are posted in each room with primary and secondary routes indicated.	

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The local Fire Marshal has reviewed the designated safe zones for severe weather.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	Routine drills are performed during the school year.	

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Yes, we have developed a plan to control access to exterior doors, the front entrance requires you to be buzzed in, classrooms are required to keep their doors locked at all times. All visitors are required to sign-in at the front office.	

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Yes, all four fire and safety regulations were completed in the first 30 days of the school year.	

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	Yes, all four emergency response drills will occur within the first 30 instruction days beginning January 1.	