



KDE Comprehensive School Improvement Plan

Manchester Elementary School
Clay County

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

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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?

Manchester Elementary is located one and a half miles north of Manchester on Highway 421 in rural eastern Kentucky. We are centrally located, which attributes to our being the largest elementary school in the county, with an enrollment of 515 students in preschool through 6th grade. Manchester Elementary has a very diverse social, economic, academic, and ethnic population. This is evident in the following data: our student body population is made up of 94% White, 3% African American, and 2% Hispanic; 73% of our students receive free and reduced lunch; 32% of our students are gifted and talented, and 16.27% of our student population have disabilities. Our community is located in an area with limited job opportunities, which attributes to the high rate of unemployment in Manchester. Most of the jobs that are available in this area require little skill and pay only minimum wage, which explains why we have a higher free and reduced lunch population than most schools in the state. Despite the social, economic, academic, and ethnic challenges unique to the community, we feel our school has developed a close relationship with our students, parents, and businesses in the area.

Parent involvement plays an important role in the success of our students, so we welcome and encourage all parents to play an active role in our school. We have two parents serving on the SBDM, and had over 2000 parent volunteer hours recorded for the 2013-2014 school year. Our parents are also encouraged to attend our parent/teacher conferences, which is evident with over 250 parents attending at least one per year.

Our staff, of 35 full time teachers, is highly qualified with an average of 15 years teaching experience. Sixty-eight percent of our teachers have completed their Rank I Degrees. The average student to teacher ratio is 25:1, which attributes to the low number of students in each classroom.

Our teachers are knowledgeable of the ever-changing teaching techniques and advancing technologies, and frequently attend professional development pertaining to these areas. For a rural school, we feel that we are highly advanced in incorporating technology in our everyday instruction. Mr. Harris, our principal for the last five years, has made sure that each classroom is equipped with the latest technological tools including smart boards and document cameras, as well as, technological programs which include grade cams in grades 3-6, which is a system of scoring, assessing, and analyzing data. We have two computer labs that service all of our students; the primary lab and the intermediate lab both house 30 state-of-the-art IMacs

School's Purpose

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

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

We have several programs in place to assist students who are struggling in reading. Among those offered are the Elgin Reading Initiative in grades K-4, Reading Recovery for the lowest 10% of our first grade students, Reading Mastery and Corrective Reading interventions for students scoring below the 20 Percentile in reading on the MAPs test in grades K-6, and the Save the Children program which targets students during and after school. We also have programs in place to assist those students struggling in math. Among them are researched based computer technological interventions (IXL and Study Island). Our two math labs are utilized before school begins each day using researched based programs. They are staffed with certified teachers targeting student needs. We also have a retired teacher serving as a math tutor during the regular school day for the students in grades 4-6, and have recently hired another retired teacher serving as a reading and math tutor for grades K-1. We have a writing teacher working with the gifted and talented students in grades 4-6 before school starts. They produce a monthly newsletter, The Monthly Roar, providing, students and parents, information of upcoming events, such as guest speaker, as well as reading and writing activities students are involved in at Manchester, and Cool Tools of the Week, which offer students guides for proper behavior in the hallway, gym, library, lunchroom, etc. We also have a teacher who teaches art classes every morning before school starts to students in grades K-3, which gives students the opportunity to learn to express themselves through art. Our school has a superb academic team as well as a very competitive sports program. We take pride in having two fully functioning green houses, as well as a very active Pride Club.

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

Notable Achievements and Areas of Improvement

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

Notable Achievements

- Last year we were classified as a Distinguished/Progressing School based on the 2013 K-PREP scores. This year we were classified as a School of Distinction based on the 2014 K-PREP scores.
- Last year we received the award of being a High Performing/High Progress School. This year we received the award of being a Distinguished Progressing School
- Last year we met our Annual Measurable Objective goal, which was 58.9, for the 2012-2013 with an overall score of 70.8. This year we met our Annual Measurable Objective goal, which was 67.8, for the 2013-2014 school year with an overall score of 80.4.
- Exceeding the state average in the following areas on the 2012-2013 and 2013-2014 KPREP Assessment:
 - Last year in Writing, where 58.1 percent of our students scored proficient or distinguished as compared to 35.7 in the state. This year where 65.5 percent of our students scored proficient or distinguished as compared to 38.7% in the state
 - Last year in Reading, where 58.9 percent of our students scored proficient or distinguished as compared to 47.8. This year where 67.8 percent of our students scored proficient or distinguished as compared to 54.7% in the state
 - Last year in Math, where 63.1 percent of our students scored proficient or distinguished as compared to 43.9 percent in the state. This year where 71.5 percent of our students scored proficient or distinguished as compared to 49.2 percent in the state.
 - Last year in Science, where 88.5 percent of our students scored proficient or distinguished as compared to 68.5 percent in the state. This year where 88.7 percent of our students scored proficient or distinguished as compared to 71.3 percent in the state
 - Last year in Social Studies, where 66.7 percent of our students scored proficient or distinguished as compared to 59.3. This year where 63.6 percent of our students scored proficient or distinguished as compared to 58.2 percent in the state.
 - This year in Language, where 69.0 percent of our students scored proficient or distinguished as compared to 51.8 percent in the state.
- Exceeding the district percentages in the areas of reading, writing, language mechanics, math, science, and social studies in 2012-2013 school year as well as 2013-2014 school year.
- We were also the highest scoring school in the county on the KPREP 2012-2013 and 2013-2014.
- Our school had the highest ranking in the county according to spring MAPs test scores for reading as reported by the Elgin foundation in the 2012-2013 school year.
- Our 4th grade science scores revealed zero Novice for 2012-2013, as well as 2013-2014.
- Last year 82% of our GAP group scored Proficient or Distinguished in Science on the 2012-2013 KPREP test. This year 86% of our GAP group scored Proficient or Distinguished in Science on the 2013-2014 KPREP test.
- Last year only 15.8% of our students score novice in Reading. This year only 12.1% of our students scored novice in Reading
- Last year only 11.7% of our students score novice in Social Studies. This year only 9.1% of our students scored novice in Social Studies.
- Last year only 11.1% of our students score novice in Writing. This year only 4.2% of our students scored novice in Writing.
- Only 3.3% of our students scored novice in Math on the 2013-2014 K-PREP test.
- According to 2012-2013 KPREP scores, in the area of Math, our percentage of novice students decreased from 20.7 in 2011-2012 to 8.3 in 2012-2013, and decreased once again to 3.3% novice students in the 2013-2014 school year.
- According to the 2013-2014 KPREP scores, in the area of Language, our percentage of novice students decreased to 14.3.
- Only 4.8% of our GAP students scored Novice in Math on the 2013-2014 KPREP assessment
- Only 4.9% of our GAP students scored Novice in the area of Writing on the 2013-2014 KPREP assessment.

Areas for Improvement

Since we met our goal of becoming a school of Distinction in 2013-2014, our goal is to maintain in 2014-2015.

A gap analysis was conducted using the following data sources:

KPREP scores, Program Review, MAP Assessment Data, Non-Cognitive Data, and Discovery Education Assessment and problem areas were noted. After analyzing the above data, we identified the following areas of concern:

- According to the KPREP scores, we had no Distinguished in 5th grade On Demand Writing. This year we had 7.3% of our student body score Distinguished in Writing.

- According to KPREP scores, only 35% of our 6th grade students scored Proficient or Distinguished in the area of Language Mechanics. This year we had 56.3% of our 6th grade students score Proficient or Distinguished in the area of Language Mechanics.

- Last year we discovered a noticeable gap between girls scoring Proficient or Distinguished and boys scoring Proficient or Distinguished in Math, Reading, Social Studies, Writing, and Language Mechanics on the 2012-2013 KPREP test. This year we only discovered a noticeable gap between girls scoring Proficient or Distinguished in the areas of Writing and Language Mechanics. In Language Mechanics, 58.2% of males scored proficient or distinguished and 77.5% of females scored proficient or distinguished. In the area of Writing only 1.85% of males scored distinguished and 19.4% of females scored distinguished.

-Last year in Math Male (56.6% Proficient or Distinguished) Female (68.1% Proficient or Distinguished). This year in Math Male (63.9% Proficient or Distinguished) Female (77.9% Proficient or Distinguished)

-Last year in Reading Male (48.1% Proficient or Distinguished) Female (67.4% Proficient or Distinguished). This year in Reading Male (63.9% Proficient or Distinguished) Female (71.0% Proficient or Distinguished)

-Last year in Language Mechanics Male (42.6% Proficient or Distinguished) Female (59.4% Proficient or Distinguished). This year in Language Mechanics Male (58.2 Proficient or Distinguished) Female (77.5% Proficient or Distinguished)

-Last year in Social Studies Male (57.7% Proficient or Distinguished) Female (73.5% Proficient or Distinguished). This year in Social Studies Male (63% Proficient or Distinguished) Female (64.3% Proficient or Distinguished)

-Last Year in Writing Male (40.0% Proficient or Distinguished) Female (71.6% Proficient or Distinguished). This year in Writing Male 54.4% Proficient or Distinguished) Female (75.85 Proficient or Distinguished)

- We also found another group of students that need extra attention - those with Disabilities and IEP's

-Last year 58.8% of our students scored Novice in Language Mechanics. This year only 40% of our students scored Novice in Language Mechanics.

-Last year only 20% of our students scored Proficient or Distinguished in Math. This year 30.4% for our students scored Proficient or Distinguished in Math.

-Last year only 11.8% of our students scored Proficient or Distinguished in Language Mechanics. This year 50% of our students scored Proficient or Distinguished in Language Mechanics. This was a huge increase.

-Last year only 31% of our students scored Proficient or Distinguished in Reading. This year 43.5% of our students scored Proficient or Distinguished in Reading.

-Last year only 30.8% of our students scored Proficient or Distinguished in Writing. This year 33.3% of our students scored Proficient or Distinguished in Writing.

- Program Review is another area of concern for our school. We scored Needs Improving in the pilot study of 2012-2103. Our goal was to move to Proficient in 2013-2014, which we accomplished with a total score of 100.

- We also looked at Non-Academic Indicators and discovered that excessive student absenteeism was a major concern for those students scoring below Proficient on the 2012- 2013 KPREP. We found that this problem was also a contributing factor in the 2013-2014 KPREP assessment.

Additional Information

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

Manchester Elementary School began its improvement plan process for 2014-2015 in October, after receiving the assessment data. We wanted to ensure that everyone concerned would play a part in the development of this new plan, so we developed committees to analyze the data. The principal lead the process and has kept all parties informed of the developments. A gap analysis was conducted and problem areas were identified. Committees were formed to analyze the K-PREP Academic Performance results. These committees began working on plans and ideas to address the areas of concern. We found that based on last years, 2013-2014, test scores the gap between females and males in Social Studies had been closed. The Gaps in math and reading are still a concern. Math has a 2% increase in the Gap, whereas reading dropped below 8% gap, which was a plus. We found reasons for concern in Language and Writing where our Gap between males and females in language was 20% and in writing was 21%. We also found reason for concern with our students who have Disabilities and IEP's in the areas of math, reading, language mechanics, and writing. We did, however, have an increase in the students with IEP's scoring Proficient or Distinguished in the area of Language, that was positive, but we still have work to do. We also looked at non-academic indicators and discovered that excessive student absenteeism was a major concern for those students scoring below Proficient on the KPREP. We scored Needs Improving on Program Review in 2012-2013 in a pilot study. Our efforts last year in the area of Program Review paid off, because we received Proficient in the Area of Program Review in the 2013-2014 school year. The following data sources were used for evaluation: KPREP scores, Program Review Data, MAP Assessment Data, Non-Cognitive Data, and Discovery Education Assessment.

2014 - 2015 Gap

Overview

Plan Name

2014 - 2015 Gap

Plan Description

2014 - 2015 Gap Plan

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	2014-2015 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70% by 2017 as measured by K-PREP	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$57000

Goal 1: 2014-2015 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70% by 2017 as measured by K-PREP

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Strategy 1:

Professional Development - Teachers will attend Professional Development pertaining to their PGP.

Category: Professional Learning & Support

Activity - PD 360 / Summer Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will access PD 360 to utilize professional development pertaining to their PGP and obtain instructional insights on how to close the achievement gaps noted in the Needs Assessment.	Professional Learning	08/12/2014	12/18/2015	\$0	No Funding Required	Classroom teachers, Special Education Teachers, Principal Dwight Harris, Curriculum Coaches, District Professional Development Coordinator

Strategy 2:

Interventions - Staff will use test data to determine the achievement gaps noted in the Needs Assessment. They will assure that interventions will be available for all students that fall below the proficiency ratings on the K-PREP

Category: Continuous Improvement

Activity - Test Data / Analyze Student Achievement by gap groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-PREP) and district and school assessment systems. Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention.	Academic Support Program	08/12/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors

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Activity - Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/12/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris
Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will monitor the progress of struggling students in the areas of math and reading.	Academic Support Program	08/12/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Strategy 3:

Parent Involvement - Involve parents in their child's education

Category: Stakeholder Engagement

Activity - Parent Engagement Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Engagement coordinator will schedule activities to involve the parents in thier child's education.	Parent Involvement	08/12/2014	12/18/2015	\$21000	Other	Carmen Reid
Activity - Parent Call-Out Phone System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings.	Parent Involvement	08/12/2014	12/18/2015	\$5000	District Funding	Librarian
Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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School will produce a monthly newsletter to inform parents of school activities, business functions, and student achievements.	Parent Involvement	08/12/2014	12/18/2015	\$0	No Funding Required	21st Century-Save the Children Change Coordinator, Debbie Hibbard, Andrea Napier, Writing Club members
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Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of students who have 3 unexcused absences are called to determine reason for absence. Documentation of attendance intervention is documented on IC.	Parent Involvement	08/12/2014	12/18/2015	\$31000	Other	Academic Specialist

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
Daily Attendance Checks	Parents of students who have 3 unexcused absences are called to determine reason for absence. Documentation of attendance intervention is documented on IC.	Parent Involvement	08/12/2014	12/18/2015	\$31000	Academic Specialist
Parent Engagement Coordinator	Parent Engagement coordinator will schedule activities to involve the parents in thier child's education.	Parent Involvement	08/12/2014	12/18/2015	\$21000	Carmen Reid
Total					\$52000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Call-Out Phone System	Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings.	Parent Involvement	08/12/2014	12/18/2015	\$5000	Librarian
Total					\$5000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Assignment	Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process	08/12/2014	12/18/2015	\$0	Principal Dwight Harris
Progress Monitor	Staff will monitor the progress of struggling students in the areas of math and reading.	Academic Support Program	08/12/2014	12/18/2015	\$0	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

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PD 360 / Summer Professional Development	Teachers will access PD 360 to utilize professional development pertaining to their PGP and obtain instructional insights on how to close the achievement gaps noted in the Needs Assessment.	Professional Learning	08/12/2014	12/18/2015	\$0	Classroom teachers, Special Education Teachers, Principal Dwight Harris, Curriculum Coaches, District Professional Development Coordinator
Test Data / Analyze Student Achievement by gap groups	Analyze student achievement by gap groups, relative to state (K-PREP) and district and school assessment systems. Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention.	Academic Support Program	08/12/2014	12/18/2015	\$0	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors
Newsletter	School will produce a monthly newsletter to inform parents of school activities, business functions, and student achievements.	Parent Involvement	08/12/2014	12/18/2015	\$0	21st Century-Save the Children Change Coordinator, Debbie Hibbard, Andrea Napier, Writing Club members
Total					\$0	

2014-2015 Proficiency

Overview

Plan Name

2014-2015 Proficiency

Plan Description

2014-2015 Proficiency

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	2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017	Objectives: 1 Strategies: 6 Activities: 15	Organizational	\$40800

Goal 1: 2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

Strategy 1:

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

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Analyze data to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assesment	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, P- 6 Classroom Teachers, SBDM Council, Interventionists

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core standards as the subject content is taught. They will also highlight and date the Reading Matrix.	Policy and Process	08/08/2014	12/18/2015	\$0	No Funding Required	Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

Strategy 2:

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

Category: Integrated Methods for Learning

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

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a School Intervention Team *Consider large areas of (Tier 1) student needs and meet with grade level, content level departments, or PLC's to develop plans to address gaps in instructional planning or learning needs based on standards *Review School Intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options	Tutoring	08/08/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, Classroom Teachers, Special Education Teachers, School Psychologist, and Interventionists

Strategy 3:

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

Category: Integrated Methods for Learning

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

Activity - Imagine-It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to use the Imagine-It (Research Based Reading Program) as their core reading program. It will include a two hour reading block with consists of one hour of whole group instruction and one hour of small ability grouped workshop instruction. It also includes an additional hour of Reading Mastery Intervention for those students who fall below the 20% on the MAP's reading test	Direct Instruction	08/08/2014	12/18/2015	\$0	No Funding Required	K-5 grade classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

Activity - Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Promise Neighborhood Interventionist, 21st Century - Save the Children In-School and After School program as well as Save the Children Grandparent program. Students falling below the 20th percentile on the readingt MAPs test will receive an additional one hour block of Reading Mastery. The lowest 10% of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention, five days a week. We also have two retired teachers for intervention in place.</p>	<p>Direct Instruction</p>	<p>08/08/2014</p>	<p>12/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Pncipal Dwight Harris, Instructional Coach Margaret Word, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators.</p>
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers P-5 will receive PD and on-going training in the Imagine-It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading interventionists will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery</p>	<p>Professional Learning</p>	<p>08/08/2014</p>	<p>12/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All P-5 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, and Instructional Coach</p>

Strategy 4:

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

Category: Integrated Methods for Learning

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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MES will provide math interventions for all students scoring below the 50th percentile in math on the MAP's test. Two morning math labs will be utilized before school begins each day, using research-based programs. This will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use reserach-based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/08/2014	12/18/2015	\$33400	Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Instructional Coach Margaret Word
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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will provide IXL and Study Island, research-based math computer programs in the computer lab for struggling math students. These programs will also be available for home use.	Technology	08/08/2014	12/18/2015	\$7400	District Funding	Computer Lab Instructors, Classroom Teachers

Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MES will schedule a support block daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/08/2014	12/18/2015	\$0	No Funding Required	Classroom teachers, Computer Lab Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Math Interventionist s

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Math committee will attend Math Magic Training school wide *Two of our teachers will be certified in Math Mastery by December 2014	Professional Learning	08/08/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Teresa Fields, Lesley Collins, Jennifer Stewart, Alene Stivers, and Lisa Hubbard

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Strategy 5:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. Two classrooms will be utilized to ensure more students have the opportunity to attend pre-school. Incorporate programs such as Early Steps and Ready for K for early intervention. Ready for K meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.

Category: Early Learning

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students at the beginning of the school year with the common statewide screener (BRIGANCE) and Imagine-It Kindergarten screener to determine readiness.	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Academic Specialist, Instructional Coach, Kindergarten Teachers
Activity - Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to offer two preschool classrooms at our school. This will allow the opportunity for more students in the community to attend preschool, which will, in turn, increase their kindergarten readiness.	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Preschool Teachers, Preschool Aides
Activity - Early Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Early Steps Program provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Early Steps Instructor, Save the Children Coordinator
Activity - Ready for K	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We offer a program called Ready for K that meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Academic Specialist, Principal Dwight Harris

Strategy 6:

Planning of Instructional Day - Address scheduling issues to assure that enough instruction time and planning time are available to meet the needs of the classroom teachers and students.

Category: Management Systems

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Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will address scheduling issues to guarantee that enough instructional time and planning time are available to meet the needs of the classroom teachers and students.	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Principal Dwight Harris, Classroom Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	MES will provide math interventions for all students scoring below the 50th percentile in math on the MAP's test. Two morning math labs will be utilized before school begins each day, using research-based programs. This will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use reserach-based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring	08/08/2014	12/18/2015	\$33400	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Instructional Coach Margaret Word
Total					\$33400	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	MES will provide IXL and Study Island, research-based math computer programs in the computer lab for struggling math students. These programs will also be available for home use.	Technology	08/08/2014	12/18/2015	\$7400	Computer Lab Instructors, Classroom Teachers
Total					\$7400	

No Funding Required

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

Manchester Elementary School

Kindergarten Diagnostic Screeners	Assess all kindergarten students at the beginning of the school year with the common statewide screener (BRIGANCE) and Imagine-It Kindergarten screener to determine readiness.	Academic Support Program	08/08/2014	12/18/2015	\$0	Academic Specialist, Instructional Coach, Kindergarten Teachers
Support Block	MES will schedule a support block daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction	08/08/2014	12/18/2015	\$0	Classroom teachers, Computer Lab Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Math Interventionists
Preschool	Continue to offer two preschool classrooms at our school. This will allow the opportunity for more students in the community to attend preschool, which will, in turn, increase their kindergarten readiness.	Academic Support Program	08/08/2014	12/18/2015	\$0	Preschool Teachers, Preschool Aides
Curriculum Map	Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core standards as the subject content is taught. They will also highlight and date the Reading Matrix.	Policy and Process	08/08/2014	12/18/2015	\$0	Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word
Analyze Data	*Analyze data to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assesment	Academic Support Program	08/08/2014	12/18/2015	\$0	Principal Dwight Harris, Instructional Coach Margaret Word, P- 6 Classroom Teachers, SBDM Council, Interventionists

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Manchester Elementary School

School Intervention Team	<p>Establish a School Intervention Team</p> <p>*Consider large areas of (Tier 1) student needs and meet with grade level, content level departments, or PLC's to develop plans to address gaps in instructional planning or learning needs based on standards</p> <p>*Review School Intervention resources that are available</p> <p>*Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options</p>	Tutoring	08/08/2014	12/18/2015	\$0	Principal Dwight Harris, Instructional Coach Margaret Word, Classroom Teachers, Special Education Teachers, School Psychologist, and Interventionists
Imagine-It Reading Program	<p>Teachers will continue to use the Imagine-It (Research Based Reading Program) as their core reading program. It will include a two hour reading block with consists of one hour of whole group instruction and one hour of small ability grouped workshop instruction. It also includes an additional hour of Reading Mastery Intervention for those students who fall below the 20% on the MAP's reading test</p>	Direct Instruction	08/08/2014	12/18/2015	\$0	K-5 grade classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word
Ready for K	<p>We offer a program called Ready for K that meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.</p>	Academic Support Program	08/08/2014	12/18/2015	\$0	Academic Specialist, Principal Dwight Harris
Early Steps	<p>The Early Steps Program provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.</p>	Academic Support Program	08/08/2014	12/18/2015	\$0	Early Steps Instructor, Save the Children Coordinator

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Professional Development	All teachers P-5 will receive PD and on-going training in the Imagine-It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading interventionists will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning	08/08/2014	12/18/2015	\$0	All P-5 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, and Instructional Coach
Scheduling	The principal will address scheduling issues to guarantee that enough instructional time and planning time are available to meet the needs of the classroom teachers and students.	Academic Support Program	08/08/2014	12/18/2015	\$0	Principal Dwight Harris, Classroom Teachers
Reading Intervention	MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Promise Neighborhood Interventionist, 21st Century - Save the Children In-School and After School program as well as Save the Children Grandparent program. Students falling below the 20th percentile on the readingt MAPs test will receive an additional one hour block of Reading Mastery. The lowest 10% of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention, five days a week. We also have two retired teachers for intervention in place.	Direct Instruction	08/08/2014	12/18/2015	\$0	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Pncipal Dwight Harris, Instructional Coach Margaret Word, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators.
Professional Development	*Math committee will attend Math Magic Training school wide *Two of our teachers will be certified in Math Mastery by December 2014	Professional Learning	08/08/2014	12/18/2015	\$0	Principal Dwight Harris, Teresa Fields, Lesley Collins, Jennifer Stewart, Alene Stivers, and Lisa Hubbard

Total

\$0

2014-2015 Program Review

Overview

Plan Name

2014-2015 Program Review

Plan Description

2014-2015 Program Review

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	2014-2015 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program)	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$0

Goal 1: 2014-2015 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program)

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) components of Program Review by 05/29/2015 as measured by the Program Review Rubric.

Strategy 1:

Program Review - Use the Program Review Rubric to develop distinguished programs in the areas of Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) components.

Category: Stakeholder Engagement

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum.	Extra Curricular	08/08/2014	12/25/2015	\$0	No Funding Required	Family Resource Director
Activity - Promise Neighborhood	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partner with Promise Neighborhood to bring in outside artists, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum.	Extra Curricular	08/08/2014	12/18/2015	\$0	No Funding Required	Academic Specialist
Activity - Community Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work closely with community partners to incorporate outside resources for career studies such as banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	No Funding Required	Parent Engagement Coordinator, Classroom Teachers
Activity - Integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

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Work to integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the everyday instruction by training staff in the Program Review Document during PLC's. Develop a consistent procedure for documentation of the Program Review Process. Work with the KY Arts Council to bring in grants for artists and teacher training	Academic Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	Librarian, Classroom Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leaders
Activity - Cross Curricular Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize all programs brought into the school by integrating them into other subjects for cross curricular connections. They will also utilize programs as professional development opportunities for sustainability purposes.	Direct Instruction	08/08/2014	12/18/2015	\$0	No Funding Required	Classroom Teachers, Family Resource Director
Activity - Assessment and Self Reflection Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will focus on strategies for assessment and self reflection opportunities in the program review component.	Direct Instruction	08/08/2014	12/18/2015	\$0	No Funding Required	Classroom Teachers
Activity - World Language Board	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate a World Language board into their classrooms to enhance the students integration with different languages and cultures.	Direct Instruction	08/08/2014	12/18/2015	\$0	No Funding Required	Librarian, Classroom Teachers
Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will implement the Positive Behavior Interventions and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	Behavioral Support Program	08/08/2014	12/18/2015	\$0	No Funding Required	PBIS Team, Classroom Teachers, Principal Dwight Harris, Entire Staff at Manchester Elementary

Strategy 2:

ILP Addendum - The Individual Learning Plan (ILP) is an internet-based career exploration and planning tool our students use to explore career and college options and develop a career plan. This tool is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This program enables the students, parents, teachers, and counselors to work together to develop a course of study that meets the student's individual needs and goals.

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Category: Career Readiness Pathways

Activity - Advisement Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an Annual ILP Review and Annual Student Survey.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris

Activity - Career Exploration and Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete Career Matchmaker and Careers That Interest Me sections of the ILP.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris

Activity - Goals and Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete the Career and Life Goals section of the ILP. Students will conference one on one with a teacher to discuss CCR paths.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructors, Principal Dwight Harris, Manchester Staff

Strategy 3:

PLC Meetings - PL/CS, Writing, Arts and Humanities, and World Language (Pilot) will be discussed during PLC's. Head teachers in each component will be assigned one PLC per month to report on any new professional development information that needs to be shared with other teachers. Teachers will be asked to incorporate the information gained at these PLC meetings into their classroom curriculum.

Category: Other - Professional Learning

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

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<p>Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language will be asked to present new professional development information and materials to the members of the PLC once each month.</p>	<p>Professional Learning</p>	<p>08/08/2014</p>	<p>12/18/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language, Dwight Harris,</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cross Curricular Connection	Teachers will utilize all programs brought into the school by integrating them into other subjects for cross curricular connections. They will also utilize programs as professional development opportunities for sustainability purposes.	Direct Instruction	08/08/2014	12/18/2015	\$0	Classroom Teachers, Family Resource Director
Promise Neighborhood	Partner with Promise Neighborhood to bring in outside artists, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum.	Extra Curricular	08/08/2014	12/18/2015	\$0	Academic Specialist
Career Exploration and Assessment	Students will complete Career Matchmaker and Careers That Interest Me sections of the ILP.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris
World Language Board	Teachers will incorporate a World Language board into their classrooms to enhance the students integration with different languages and cultures.	Direct Instruction	08/08/2014	12/18/2015	\$0	Librarian, Classroom Teachers
Integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum	Work to integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the everyday instruction by training staff in the Program Review Document during PLC's. Develop a consistent procedure for documentation of the Program Review Process. Work with the KY Arts Council to bring in grants for artists and teacher training	Academic Support Program	08/08/2014	12/18/2015	\$0	Librarian, Classroom Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leaders
Family Resource Center	Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum.	Extra Curricular	08/08/2014	12/25/2015	\$0	Family Resource Director

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PBIS	Staff will implement the Positive Behavior Interventions and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	Behavioral Support Program	08/08/2014	12/18/2015	\$0	PBIS Team, Classroom Teachers, Principal Dwight Harris, Entire Staff at Manchester Elementary
Community Partners	Work closely with community partners to incorporate outside resources for career studies such as banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	Parent Engagement Coordinator, Classroom Teachers
Assessment and Self Reflection Strategies	Teachers will focus on strategies for assessment and self reflection opportunities in the program review component.	Direct Instruction	08/08/2014	12/18/2015	\$0	Classroom Teachers
Goals and Plans	Students will complete the Career and Life Goals section of the ILP. Students will conference one on one with a teacher to discuss CCR paths.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	6th Grade Classroom Teachers, Computer Lab Instructors, Principal Dwight Harris, Manchester Staff
Professional Development	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language will be asked to present new professional development information and materials to the members of the PLC once each month.	Professional Learning	08/08/2014	12/18/2015	\$0	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language, Dwight Harris,
Advisement Activities	Students will complete an Annual ILP Review and Annual Student Survey.	Career Preparation/Orientation	08/08/2014	12/18/2015	\$0	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris
Total					\$0	

2014-2015 Professional Growth and Effectiveness System

Overview

Plan Name

2014-2015 Professional Growth and Effectiveness System

Plan Description

2014-2015 Professional Growth and Effectiveness System

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	2014-2015 Professional Growth and Effectiveness System	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0

Goal 1: 2014-2015 Professional Growth and Effectiveness System

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness System by 05/29/2015 as measured by District CEP/State Guidelines.

Strategy 1:

Professional Learning and Support - Tenured teacher are observed at least once a year by the principal. During their Summative Year, they are observed by a peer observer and given professional feedback on their teaching practices. Then they are evaluated by their principal, using the Charlotte Danielson Framework for Teaching Rubric. Non-tenured teachers go through the same process with the exception that they are observed three times per year by the principal using the same format, and one time a year by their peer observer.

Category: Teacher PGES

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Student Growth Goals based on student nees as identified in School Improvement Plan in ASSIST	Academic Support Program	08/07/2014	12/18/2015	\$0	No Funding Required	Principal, teachers
Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Professional Growth Plan based on self-reflection and student growth needs.	Professional Learning	08/07/2014	12/18/2015	\$0	No Funding Required	Principal, Teachers, Instructional Coach
Activity - Principal/Teacher Conferencing	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 goals, professional growth planning, observations, etc.	Professional Learning	08/07/2014	12/18/2015	\$0	No Funding Required	Principal, teachers, instructional coach
Activity - TPGES Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of TPGES Lync sessions for teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/07/2014	12/18/2015	\$0	No Funding Required	Principal, teachers, instructional coach, peer observers

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Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and complete a plan of training for teachers in the use of CITS with intentional focus on Educator Development Suite	Professional Learning	08/07/2014	12/18/2015	\$0	No Funding Required	Principal, Teachers, Instructional Coach

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Training	Develop and complete a plan of training for teachers in the use of CITS with intentional focus on Educator Development Suite	Professional Learning	08/07/2014	12/18/2015	\$0	Principal, Teachers, Instructional Coach
TPGES Training	Completion of TPGES Lync sessions for teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/07/2014	12/18/2015	\$0	Principal, teachers, instructional coach, peer observers
Student Growth Goals	Development of Student Growth Goals based on student needs as identified in School Improvement Plan in ASSIST	Academic Support Program	08/07/2014	12/18/2015	\$0	Principal, teachers
Principal/Teacher Conferencing	Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on : student growth goals, professional growth planning, observations, etc.	Professional Learning	08/07/2014	12/18/2015	\$0	Principal, teachers, instructional coach
Professional Growth Plan	Development of Professional Growth Plan based on self-reflection and student growth needs.	Professional Learning	08/07/2014	12/18/2015	\$0	Principal, Teachers, Instructional Coach
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The questions we were addressing while analyzing the data were:

- "What needs to be done at our school to ensure that the students make significant gains in order to meet the state requirements?"
- "How well our school succeeded at providing our students with the skills necessary to be career and college ready?"
- "What changes need to be made in our instructions to meet the academic needs of all the students in our school?"

From the data, we can conclude that our school made great gains when compared to the state average and the rest of the district scores. It also tells us that we are not exactly where we need to be in all areas, but we are heading in the right direction. Our school went from being a Needs Improving school in 2011-2012 to a school that was Distinguished/Progressing in 2012-2013, to a School of Distinction in 2013-2014. The changes we have made thus far are showing evidence that they are working. The scores show a significant gap between girls and boys in all areas except Science and Social Studies, which is something we have to address this year. We did, however manage to close the Gap in the area of reading. There was also concern about our 6th grade students scoring so poorly on the Language Mechanics part of the test. We had an increase here, but we still need to improve in this area. We need to incorporate more grammar usage in the On Demand Writing instruction.

The data is so broad that it doesn't include specific details that could help determine how to move these students to meet the proficient/distinguished state requirements. We were also hoping the K-PREP data would provide an indication of the core standards that are not being mastered for each grade, thus giving the teachers an idea of what areas need to be stressed more in future classrooms. Another valuable piece of information we felt needed to be included in the data, that wasn't, was the breakdown of the students' performance on the multiple choice questions as compared to their performance on the short answer and extended response items. The data does not give any indication as to how students performed on each of these types of questions. Therefore, we don't know which areas need to be focused on the most to improve our students' scores. This valuable piece of information would be very beneficial to helping teachers decide on instructional changes for the upcoming school year.

Areas of Strengths

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

One area of strength we noted was our 4th grade science scores, where we had zero percent scoring novice and 88.7% of our students scoring Proficient and Distinguished, with 67.35 of them scoring Distinguished, which gave us an opportunity to receive 30 bonus points. Math was another area of strength where the scores for our school are significantly higher than the other schools in our district and slightly higher than the state average, with our school having 71.5 percent scoring Proficient and Distinguished, the district averaging 48% and the state averaging 49.2 percent. We also decreased our students scoring Novice to 3.3%. We feel that our two morning math labs, where we utilized Research Based programs, Study Island, IXL, and Success Maker, along with a certified teachers and a classified aide, had a positive impact on improving the math scores. We were so pleased with the results we plan to continue offering two morning math labs for 2014-2015, so we can accommodate all struggling students. We will continue to place the students scoring below the 50th percentile in the morning math labs or with a tutor throughout the school day. We also feel that our support blocks, where we took the opportunity to ability group the students based on the MAP math scores in 2013-2014, played an important role in our math scores, as well. This one hour block of time was used to reinforce skills taught in the regular math class in 2012-2013. We also used this one hour time slot to focus on the area of reading. We plan on using the support block to cover core standards that are taught too quickly in the spring because of time constraints in the 2013-2014 school year. We feel that our math interventionist in grades 4-6 plays an important part in our increased math scores. We feel reading was another area of strength in 2013-2014. We also averaged more proficient/distinguished students than both the district and the state in this area. We feel that the implementation of the Imagine It Reading Program had a positive impact on our reading scores. We will continue to implement this program with fidelity, which consist of a two hour reading block with one hour of whole group, and one hour of workshop where the students are ability grouped. Our K-5 reading program, along with the Reading Mastery, Reading Recovery, and Corrective Reading interventions we have in place are helping our students make gains in reading in all grades. We will continue to offer Reading Recovery to the lowest 10 percent of our first grade students, and place all those students scoring below the 20th percentile in a Reading Mastery and Corrective Reading groups. The students scoring below grade level on the STAR test will be encouraged to attend our Save the Children after school program. Our focus on reading over the past five years has increased our students' ability to read, thus causing a positive impact on our Science, Social Studies, Language, Writing, and Math scores.

scores.

Opportunities for Improvement

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

After analyzing the data, we identified the following areas of concern:

- According to the KPREP scores, we had only 7.3% Distinguished in 5th grade On Demand Writing
- According to KPREP scores, only 32% of our 6th grade students scored Proficient or Distinguished in the area of Language Mechanics
- We discovered a noticeable gap between girls scoring Proficient or Distinguished and boys scoring Proficient or Distinguished in Math, Reading, Writing, and Language Mechanics
- Math Male (63.9% Proficient or Distinguished) Female (77.9% Proficient or Distinguished)
- Reading Male (63.9% Proficient or Distinguished) Female (71% Proficient or Distinguished)
- Language Mechanics Male (58.2% Proficient or Distinguished) Female (77.5% Proficient or Distinguished)
- Writing Male (1.85 % Distinguished) Female (19.4% Distinguished)
- We also found another group of students that need extra attention - those with Disabilities and IEP's
- 40% of our students scored Novice in Language Mechanics, with only 50% scoring Proficient or Distinguished
- Only 30.4% of our students scored Proficient or Distinguished in Math
- Only 50% of our students scored Proficient or Distinguished in Language Mechanics
- Only 43.5% of our students scored Proficient or Distinguished in Reading
- Only 33.3% of our students scored Proficient or Distinguished in Writing
- We also looked at Non-Academic Indicators and discovered that excessive student absenteeism was a major concern for those students scoring below Proficient on the 2012-2013 KPREP

We have several plans in place to address these areas of concern. We plan to target all students so they can meet their yearly growth. We also plan to focus on test taking skills and timing test throughout the year, so students will be accustomed to being timed on test. Study Island will continue to be purchased to help improve scores in the areas of Math, Reading, Social Studies, and Science. Technology will be used to incorporate more enrichment activities in the classroom. And most importantly, teachers will use data to drive instruction. In the area of math, we have opened two math labs that allow students to work at their ability level using IXL and Study Island (Researched Based technology programs) with certified teachers in place to assist the students with their work. We also have two math labs going on during school at the time of support blocks in which the students work on concepts the classroom teacher feel they need to master. Certified teachers are placed in these labs to assist the students in mastering the necessary skills. A retired teacher has also been hired to tutor small groups of students for 30 minutes each day to help reinforce the standards being taught in class. This tutor will also review previous concepts taught.

In the area of reading, we will continue to offer Reading Recovery, Reading Mastery, CIMS, and Corrective Reading as interventions in order to decrease the number of novice students. The students will receive these services 5 days a week/ 1 hour each day. Our students will also continue to have a two hour reading block which consists of whole group and workshop For the higher achieving students, we will work to create questions that are better aligned to the extended response questions found on the KPREP test. The teachers will use these additional questions as teaching tools to help students understand how to answer these type questions. We will challenge our students through more rigorous instruction in order to increase the proficient and distinguished scores. Special Education teachers will continue to collaborate with the classroom teachers to expose the students to the same core standards as the regular classroom students in that grade. The Special Education teachers will be in the classroom assisting the students as needed. They will also offer pull-out services as needed for these students. These students will be placed in Reading Mastery or Corrective Reading interventions so they may make gains in reading, which will assist them in their other classes. They will also be placed in math labs and math tutoring classes.

Conclusion

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

As mentioned in the previous section, we have several plans in place to address these areas of concern. Our principal and SBDM council will continue to place highly qualified teachers in the classrooms in order to meet the needs of all our students. Our school will continue to use Researched Based Textbooks and Computer Programs in the classrooms and labs. We believe it is necessary to address the needs of all students to assure they meet their yearly growth targets. We will attempt to supply interventions (math lab, math tutor, support blocks, Reading Mastery, Reading Recovery, CIMS, ability grouped reading workshops) for all students failing to meet their goals in reading and math on the MAPs test. We will also attempt to offer opportunities for our gifted students to be be challenged. Our teachers will use data to drive instructions, and focus on the needs of all our students. Our one hour support blocks will be used to provide assistance to struggling students, and provide high achieving students with challenging activities. Enrichment classes will be offered before and after school in the areas of Writing and Art. In the future, we hope to be able to offer advanced classes in the areas of math, reading, and writing in order to address the needs of our advanced student body. To help our students become better test takers, we plan to continue exposing our students to K-PREP type questions which include multiple choice, short answer, and extended response. Teachers will use more higher order questioning techniques with all students. The students will be required to participate in timed test throughout the year, so they will be more comfortable in the true test setting. The teachers will submit test containing multiple choice, short answer, and extended response questions to the principal throughout the year for his review, to assure good quality questions are being asked. To ensure our teachers are up to date with the new changes in education, they will be required to attend PD relating to the content area in which they will be teaching.

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?

Manchester Elementary parents from survey results.

SBDM Council: Peggy Brown (teacher), Joyce Ohler (teacher), Mark McKeehan (teacher), Leslie Phillips (parent), and Ann Deaton (parent)

FRC Coordinator Kelly Hooker

Family Engagement Coordinator Carmen Reid

Relationship Building

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

Overall Rating: 2.86

	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 their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	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.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

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

Overall Rating: 2.71

	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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	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.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	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).	Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference.	Novice

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

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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.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

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

Overall Rating: 2.29

	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 have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

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: 3.17

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

	Statement or Question	Response	Rating
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

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

Overall Rating: 2.5

	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 exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	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.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

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

Overall Rating: 2.83

	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 informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

Reflection

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

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

In areas of strength, we offer multiple opportunities to continually inform parents of their child's academic performance throughout the year. We have several means of two-way communication between school staff and all community stakeholders. Our staff encourages parents to take an active role in their students academic performance. Our staff places a high emphasis and expectation on the academic performance of each child.

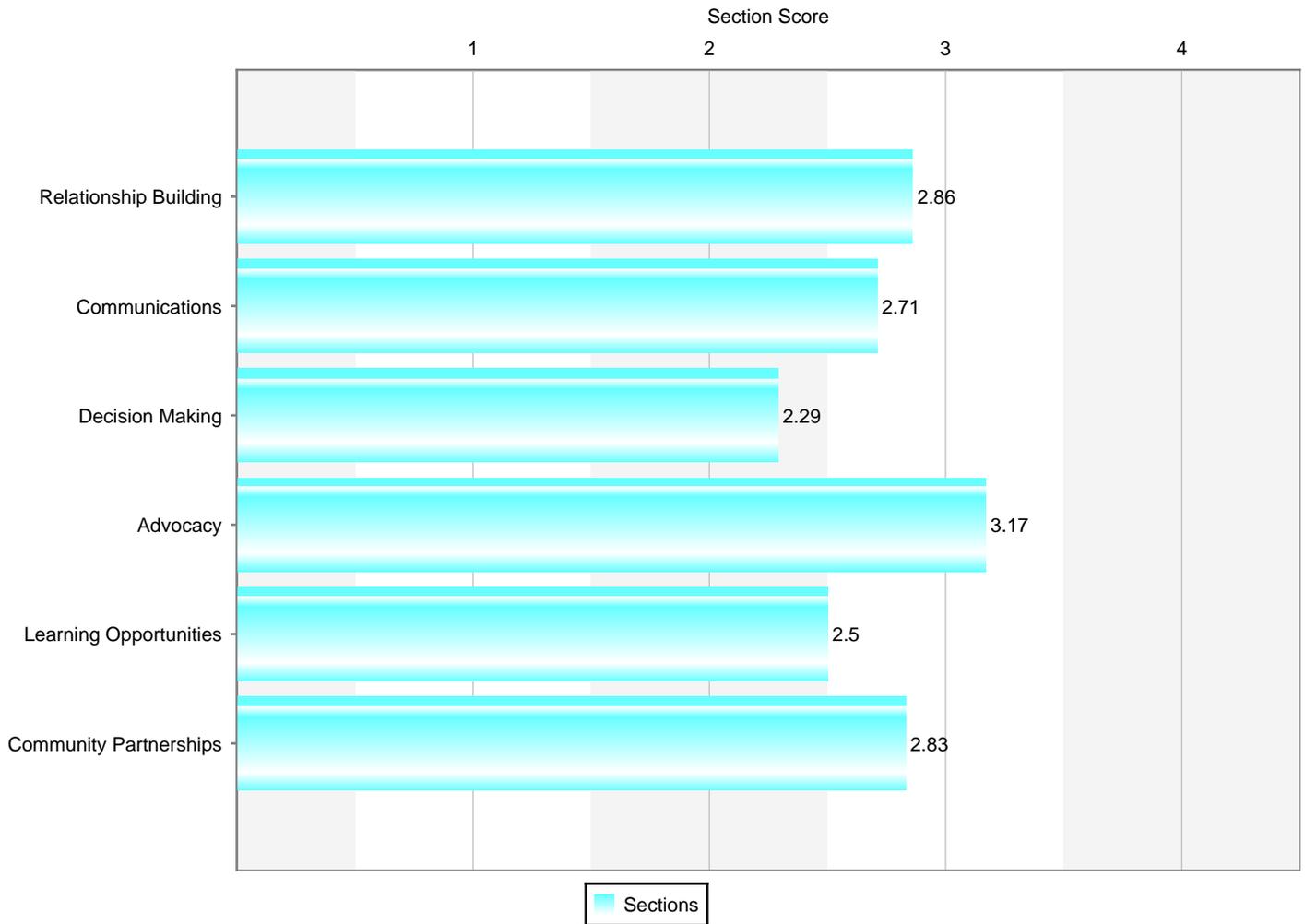
Areas of improvement would include the following: We need to develop a way of communicating with those parents who are the least involved in their students academic performance. We also need to be more systematic in and develop better ways to train our parents in areas of academic curriculum, student expectations, college and career ready skills, and available academic resources that they could potentially take advantage of.

We have a parent engagement coordinator and an Academic Specialist in place to encourage parent involvement, help bridge the communication gap between the school and all stakeholders, and we have FRC in place to help break down the barriers of education.

In order to make improvements in the areas of need we are going to have to offer some type of periodical training to parents to keep them more informed of academic curriculum and requirements to insure that their child is prepared to move from one level to the next. We need to offer parent leadership training, so the parents can mentor other parents in the area of student academic success.

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.

After receiving the KPREP test data in October, staff immediately began analyzing and evaluating the test data. The district office was very instrumental in providing the school with different types of data analysis strategies to choose from. They were also very instrumental in providing our school with all the latest tools and information to use when analyzing the data. The certified staff was placed in groups to analyze the different components of the data in order to find out our strengths, weaknesses, gaps, and areas that needed improvement. Parents and community stakeholders were informed of our school's academic success and were invited to participate in the upcoming planning phases for the 2014-2015 school year. Parent surveys were sent out to formulate a plan to see how the school could best meet the needs of our parents and students. The parents' role on SBDM was to be an advocate and assess the data from the parents' point of view. Local businesses were also contacted to help out with the planning process. Community stakeholders and partners such as the FRC, Save the Children, and Promise Neighborhood were invited to participate in the planning process as well. Their role was to see where they could focus and provide funding, resources, strategies, etc. to help us to continue to improve and close our gaps. Meetings were held during and after school at different times to allow for as many stakeholders to have as say as possible.

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

2. The stakeholder groups that participated in the CSIP planning were: District Office Staff, whose responsibility in this process was to provide us with the information, tools, guidance, and needed assistance in completing the school plan. They are also responsible for monitoring our process with the development of the plan and to basically give the final approval for the plan. The Manchester Elementary staff was divided into groups to analyze and interpret the data to find out our strengths, weaknesses, gaps, and areas that we needed to work on for improvement. They divided up into different committees, analyzed their data, wrote up their findings, and presented these findings to the SBDM council to consider for recommendations. Parents were involved in the data analysis also through the SBDM council parent members who represented the parent population of the school to develop the plan. Parent surveys from the parents were utilized in the process as well. Local businesses and stakeholders such as Promise Neighborhood, FRC, 21st Century, and Save the Children were brought in as consultants to discuss what resources they had offered, could continue to offer, and what new resources they could offer to aid the school.

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

3. As the CSIP was finalized, the next piece of the process was to communicate the plan to all stakeholders. First of all, it was read and approved by the SB Council. Then it is sent on to the District level to be read and approved. Then to communicate it to all stakeholders, it is placed on the schoolwide web page as well as the KDE webpage. There is a community annual CSIP presentation for the district office and community in which the school administration presents the school improvement plan to all stakeholders in the community, including the parents, district office, businesses, community partners, and anyone else that would be interested in attaining this information. After the plan SY 2014-2015

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had been finalized, a 30/60/90 day plan is developed by the administration staff at MES to insure the CSIP is carried out with fidelity. This 30/60/90 day plan specifies what components are to be completed in 30 days, what is to be completed in 60 days, and what is to be completed in 90 days. The principal reports progress monthly to the SBDM and the SBDM insure all components are being appropriately addressed.

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	We look at KPREP scores in grades 3-6. We look at Discovery Test Scores in grades 3-6. We look at the MAP data in grades K-6. We also use the Brigance screener for kindergarten as well as the Elgin Kindergarten Screener to ability group students for reading and identify any Developmentally Delayed students. The school then uses this academic data along with the data from the Comprehensive Needs Assessment and make changes relative to the schoolwide program components.	

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	The school developed research-based instructional programs such as Reading Mastery, Reading Recovery, CIMS, Corrective Reading, and Imagine-It Reading to support Reading. We used IXL and Study Island to strengthen our Math program as well as research based Envision Math program. Another instructional strategy was the use of a differentiated support block. This supports not only the low achieving students, but also the average students, as well as the higher achieving students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Manchester Elementary has two preschools which transition into kindergarten. We had a orientation day, that transitioning students along with parents attended. Parents met with staff and were informed about the Brigance assessment, Kindergarten curriculum, and school operating procedures.	

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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	Using data analysis, done by principal and staff, Manchester Elementary has developed instructional strategies to provide additional support to students, These include, Reading Recovery, Save the Children, Reading Mastery, CIMS, Corrective Reading, IXL, Study Island, and a scheduled support block for differentiated instruction. They also have a Math Interventionist, that works with small groups in 3rd-6th grade.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	At present all staff at Manchester Elementary are highly qualified. Candidates for certified employment are screened by Administrative Leadership at the school to ensure highly qualified status. The SBDM council screens, interviews, and hires only highly qualified teachers. After hiring, new teachers are given support through the New Teacher Orientation program, K-TIP. Also new teachers are given extensive coaching by the principal and the instructional coach.	

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	All paraprofessionals are highly qualified at Manchester Elementary. Instruction that is given by paraprofessionals is planned and monitored by Highly Qualified teachers, principal, and instructional coach.	

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	We allocated and spent Title I Part A funds only on allowable programs and activities. The Title I budget and allocation was discussed with and approved by the SBDM. Appropriate financial records are maintained at the District level and given to the schools as needed or requested.	

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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	The school has planned or implemented strategies to increase parent involvement. We have a Parent Engagement Specialist hired through a grant, to increase parent involvement. Parents attended a "Meet and Greet" day at the beginning of school. Parent Compact and Parent Involvement Policy remained the same as previous year. Open House events are also planned at mid point of each of the nine weeks. School also plans and hosts various grade level parent involvement events throughout the year.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Manchester Elementary discussed the ten schoolwide planning criteria and then strategically incorporated them into 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	In May 2014, teachers completed an Individual Professional Development Plan to develop/improve their own instructional skills. Teachers are currently working in the new PGES teacher evaluation system. The school used these individual plans along with schoolwide plans and developed appropriate professional development activities for all staff serving students. This is a continuing process that is monitored all throughout the 2014-2015 school year and will be re-evaluated, and the process will begin again in May of 2015	

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	The school has completed an annual evaluation of the CSIP along with achievement results from 2014 KPREP, this data analysis and evaluation will inform principal and staff of any adjustments/changes that need to be made. This process will be repeated using the 2015 results.	

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Manchester Elementary School

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	The school conducted a comprehensive needs assessment including academic data. All students are eligible for Title I services, because we are a school-wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The principal and curriculum coach planned instructional strategies to support and assist ALL students needing additional support. Such strategies include Reading Mastery, Reading Recovery, CIMS, Corrective Reading, Math Interventions with Highly Qualified Interventionist, and Research based technological programs such as Study Island and IXL.	

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.	No	Manchester Elementary is a school-wide Title I school, therefore all instructional strategies are coordinated and integrated together .	

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	Manchester Elementary is school-wide Title I program. All students have access to support activities and the regular educational program.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	All the school-wide instructional activities planned are coordinated and integrated with other federal, state and local programs to attain the highest academic achievement possible for students.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	All the schoolwide activities are coordinated through the principal and curriculum coach to support the CCS in the regular educational program.	

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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	Manchester Elementary is a school-wide Title I school, therefore, we have no targeted assistance activities.	

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	All the school's paraprofessionals are highly qualified, and the school assigns them on an as needed basis to work with any student. The school does not have targeted assistance programs and activities.	

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	The school allocated and spent federal funds appropriately to serve all students, since all students are eligible under the school-wide program. Financial records are maintained at the district level and given to schools as needed or requested	

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.	No	There are no targeted assistance activities. Manchester Elementary has a school-wide program.	

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	The school used the ten components of a schoolwide program in their planning.	

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	Manchester Elementary has coordinated with the district professional development supervisor to provide professional development activities to all staff members, since they all work with Title I students.	

KDE Comprehensive School Improvement Plan

Manchester Elementary School

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	The school planned an annual evaluation of the CSIP, and used student data from a variety of sources, such as KPREP, Discovery, MAPs, Brigance, etc. to made adjustments as needed.	

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 School Improvement plan is available on the school web page and linked to our district website. www.clay@kyschools.us	

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	Manchester Elementary does notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. We make every effort to place highly qualified substitutes in certified positions in the absence of regular classroom teachers.	

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	All staff are provided professional development based on the needs of the school, and state and local mandates 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	Manchester Elementary has no counselors, nurses, media specialists, or other staff listed on the ranking report. However, if there were we would provide appropriate documentation,.	

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	The para-educators at Manchester Elementary are under the direct supervision of HQ classroom teachers, they carry out instruction that has been previously planned by a HQ teacher.	

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Manchester Elementary is a schoolwide Title I school, they do not have targeted students involved in targeted assistance activities.	

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	There is a master schedule for paraeducators that shows instructional and non-instructional duties. Non-instructional duties are on a limited basis only.	

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	No	Manchester Elementary is a school wide Title I school. We have no targeted students under Title I.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	The school had to use Title I funds to meet Cap Size requirements.	

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

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:

2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

Strategy1:

Planning of Instructional Day - Address scheduling issues to assure that enough instruction time and planning time are available to meet the needs of the classroom teachers and students.

Category: Management Systems

Research Cited:

Activity - Scheduling	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will address scheduling issues to guarantee that enough instructional time and planning time are available to meet the needs of the classroom teachers and students.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Classroom Teachers

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

Goal 1:

2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Strategy1:

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

Category: Integrated Methods for Learning

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

Activity - School Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a School Intervention Team *Consider large areas of (Tier 1) student needs and meet with grade level, content level departments, or PLC's to develop plans to address gaps in instructional planning or learning needs based on standards *Review School Intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options	Tutoring			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, Classroom Teachers, Special Education Teachers, School Psychologist, and Interventionists

Strategy2:

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

Category: Integrated Methods for Learning

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

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Promise Neighborhood Interventionist, 21st Century - Save the Children In-School and After School program as well as Save the Children Grandparent program. Students falling below the 20th percentile on the readingt MAPs test will receive an additional one hour block of Reading Mastery. The lowest 10% of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention, five days a week. We also have two retired teachers for intervention in place.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Instructional Coach Margaret Word, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators.

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers P-5 will receive PD and on-going training in the Imagine-It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading interventionists will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning			08/08/2014	12/18/2015	\$0 - No Funding Required	All P-5 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, and Instructional Coach

Activity - Imagine-It Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use the Imagine-It (Research Based Reading Program) as their core reading program. It will include a two hour reading block with consists of one hour of whole group instruction and one hour of small ability grouped workshop instruction. It also includes an additional hour of Reading Mastery Intervention for those students who fall below the 20% on the MAP's reading test	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	K-5 grade classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

Strategy3:

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

Category: Integrated Methods for Learning

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Math committee will attend Math Magic Training school wide *Two of our teachers will be certified in Math Mastery by December 2014	Professional Learning			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Teresa Fields, Lesley Collins, Jennifer Stewart, Alene Stivers, and Lisa Hubbard

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide IXL and Study Island, research-based math computer programs in the computer lab for struggling math students. These programs will also be available for home use.	Technology			08/08/2014	12/18/2015	\$7400 - District Funding	Computer Lab Instructors, Classroom Teachers

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide math interventions for all students scoring below the 50th percentile in math on the MAP's test. Two morning math labs will be utilized before school begins each day, using research-based programs. This will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use reserach-based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring			08/08/2014	12/18/2015	\$33400 - Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Instructional Coach Margaret Word

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will schedule a support block daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, Computer Lab Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Math Interventionists

Strategy4:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. Two classrooms will be utilized to ensure more students have the opportunity to attend pre-school. Incorporate programs such as Early Steps and Ready for K for early intervention. Ready for K meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.

Category: Early Learning

Research Cited:

Activity - Kindergarten Diagnostic Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at the beginning of the school year with the common statewide screener (BRIGANCE) and Imagine-It Kindergarten screener to determine readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Instructional Coach, Kindergarten Teachers

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Ready for K	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We offer a program called Ready for K that meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Principal Dwight Harris

Activity - Early Steps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Early Steps Program provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Early Steps Instructor, Save the Children Coordinator

Activity - Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer two preschool classrooms at our school. This will allow the opportunity for more students in the community to attend preschool, which will, in turn, increase their kindergarten readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Preschool Teachers, Preschool Aides

Strategy5:

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

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze data to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assesment	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, P- 6 Classroom Teachers, SBDM Council, Interventionists

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core standards as the subject content is taught. They will also highlight and date the Reading Matrix.	Policy and Process			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

All children were screened for kindergarten readiness.

Goal 1:

2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

Strategy1:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. Two classrooms will be utilized to ensure more students have the opportunity to attend pre-school. Incorporate programs such as Early Steps and Ready for K for early intervention. Ready for K meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.

Category: Early Learning

Research Cited:

Activity - Ready for K	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We offer a program called Ready for K that meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Principal Dwight Harris

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Activity - Early Steps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Early Steps Program provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Early Steps Instructor, Save the Children Coordinator

Activity - Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer two preschool classrooms at our school. This will allow the opportunity for more students in the community to attend preschool, which will, in turn, increase their kindergarten readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Preschool Teachers, Preschool Aides

Activity - Kindergarten Diagnostic Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at the beginning of the school year with the common statewide screener (BRIGANCE) and Imagine-It Kindergarten screener to determine readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Instructional Coach, Kindergarten Teachers

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

Goal 1:

2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

Strategy1:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. Two classrooms will be utilized to ensure more students have the opportunity to attend pre-school. Incorporate programs such as Early Steps and Ready for K for SY 2014-2015

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Manchester Elementary School

early intervention. Ready for K meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.

Category: Early Learning

Research Cited:

Activity - Ready for K	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We offer a program called Ready for K that meets before school starts with perspective kindergarten parents to familiarize them with what students really need to know before entering kindergarten. Parents receive material and information to use in order to insure their child is ready for kindergarten. It also informs parents of the kindergarten curriculum.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Principal Dwight Harris

Activity - Preschool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to offer two preschool classrooms at our school. This will allow the opportunity for more students in the community to attend preschool, which will, in turn, increase their kindergarten readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Preschool Teachers, Preschool Aides

Activity - Early Steps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Early Steps Program provides education services to children from birth to age five, support to parents and other caregivers and ongoing training to community educators. The program is designed to assist children in language, social and emotional development; to equip parents with skills and knowledge to successfully support their child's growth; and to develop strong home-school connections.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Early Steps Instructor, Save the Children Coordinator

Activity - Kindergarten Diagnostic Screeners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarten students at the beginning of the school year with the common statewide screener (BRIGANCE) and Imagine-It Kindergarten screener to determine readiness.	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist, Instructional Coach, Kindergarten Teachers

KDE Comprehensive School Improvement Plan

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

Goal 1:

2014-2015: Increase the average combined reading and math K-PREP scores for Manchester Elementary students from 60% to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School from 60% to 65% by 05/29/2015 as measured by the School Report Card and Pearson Data Analysis.

Strategy1:

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

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - Curriculum Map	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will progress monitor curriculum alignment by highlighting and dating the curriculum map/core standards as the subject content is taught. They will also highlight and date the Reading Matrix.	Policy and Process			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

Activity - Analyze Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Analyze data to identify gaps *Make necessary adjustments to curriculum *Ensure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, P- 6 Classroom Teachers, SBDM Council, Interventionists

Strategy2:

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

Category: Integrated Methods for Learning

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

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Manchester Elementary School

Activity - Reading Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide Intensive Reading Intervention for At-Risk Students through the following programs: Reading Mastery, Corrective Reading, Reading Recovery, Promise Neighborhood Interventionist, 21st Century - Save the Children In-School and After School program as well as Save the Children Grandparent program. Students falling below the 20th percentile on the readingt MAPs test will receive an additional one hour block of Reading Mastery. The lowest 10% of the first grade students will receive Reading Recovery, which consists of a thirty minute block of intensive reading intervention, five days a week. We also have two retired teachers for intervention in place.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Reading Mastery Instructors, Reading Recovery Instructor, Corrective Reading Instructors, Principal Dwight Harris, Instructional Coach Margaret Word, Academic Specialist, Save the Children Coordinator, CHANGE Coordinators.

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers P-5 will receive PD and on-going training in the Imagine-It Reading Program. PD training will also include training teachers to use test data to drive the instruction process. Reading interventionists will receive training in either Reading Mastery, Corrective Reading, or Reading Recovery	Professional Learning			08/08/2014	12/18/2015	\$0 - No Funding Required	All P-5 classroom teachers, Reading Recovery Instructors, Reading Mastery Instructors, Corrective Reading Instructors, and Instructional Coach

Activity - Imagine-It Reading Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to use the Imagine-It (Research Based Reading Program) as their core reading program. It will include a two hour reading block with consists of one hour of whole group instruction and one hour of small ability grouped workshop instruction. It also includes an additional hour of Reading Mastery Intervention for those students who fall below the 20% on the MAP's reading test	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	K-5 grade classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word

Strategy3:

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

Category: Integrated Methods for Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Support Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will schedule a support block daily, to provide assistance to struggling students, as well as offer challenging activities for the high achieving students.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, Computer Lab Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Math Interventionists

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide math interventions for all students scoring below the 50th percentile in math on the MAP's test. Two morning math labs will be utilized before school begins each day, using research-based programs. This will be staffed with certified teachers targeting student needs. We will also hire a retired teacher to serve as a math tutor during the regular school day. We will use research-based computer technological interventions (IXL and Study Island) in our computer labs.	Tutoring			08/08/2014	12/18/2015	\$33400 - Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math Interventionist), Morning Math Lab Instructors, Principal Dwight Harris, Instructional Coach Margaret Word

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Math committee will attend Math Magic Training school wide *Two of our teachers will be certified in Math Mastery by December 2014	Professional Learning			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Teresa Fields, Lesley Collins, Jennifer Stewart, Alene Stivers, and Lisa Hubbard

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MES will provide IXL and Study Island, research-based math computer programs in the computer lab for struggling math students. These programs will also be available for home use.	Technology			08/08/2014	12/18/2015	\$7400 - District Funding	Computer Lab Instructors, Classroom Teachers

Strategy4:

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

Category: Integrated Methods for Learning

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

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Activity - School Intervention Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a School Intervention Team *Consider large areas of (Tier 1) student needs and meet with grade level, content level departments, or PLC's to develop plans to address gaps in instructional planning or learning needs based on standards *Review School Intervention resources that are available *Develop a plan for Tier 2 and Tier 3 intervention services. Consider scheduling options	Tutoring			08/08/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Instructional Coach Margaret Word, Classroom Teachers, Special Education Teachers, School Psychologist, and Interventionists

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:
 2014-2015 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70% by 2017 as measured by K-PREP

Measurable Objective 1:
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Strategy1:
 Professional Development - Teachers will attend Professional Development pertaining to their PGP.
 Category: Professional Learning & Support
 Research Cited:

Activity - PD 360 / Summer Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will access PD 360 to utilize professional development pertaining to their PGP and obtain instructional insights on how to close the achievement gaps noted in the Needs Assessment.	Professional Learning			08/12/2014	12/18/2015	\$0 - No Funding Required	Classroom teachers, Special Education Teachers, Principal Dwight Harris, Curriculum Coaches, District Professional Development Coordinator

Strategy2:
 Parent Involvement - Involve parents in their child's education
 Category: Stakeholder Engagement
 Research Cited:

KDE Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Parent Call-Out Phone System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Call-Out Phone System keeps parents informed of upcoming school activities and school closings.	Parent Involvement			08/12/2014	12/18/2015	\$5000 - District Funding	Librarian

Activity - Newsletter	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will produce a monthly newsletter to inform parents of school activities, business functions, and student achievements.	Parent Involvement			08/12/2014	12/18/2015	\$0 - No Funding Required	21st Century-Save the Children Change Coordinator, Debbie Hibbard, Andrea Napier, Writing Club members

Activity - Parent Engagement Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Engagement coordinator will schedule activities to involve the parents in thier child's education.	Parent Involvement			08/12/2014	12/18/2015	\$21000 - Other	Carmen Reid

Activity - Daily Attendance Checks	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of students who have 3 unexcused absences are called to determine reason for absence. Documentation of attendance intervention is documented on IC.	Parent Involvement			08/12/2014	12/18/2015	\$31000 - Other	Academic Specialist

Strategy3:

Interventions - Staff will use test data to determine the achievement gaps noted in the Needs Assessment. They will assure that interventions will be available for all students that fall below the proficiency ratings on the K-PREP

Category: Continuous Improvement

Research Cited:

Activity - Staff Assignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff (strengths) to best serve the identified students	Policy and Process			08/12/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris

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Activity - Progress Monitor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will monitor the progress of struggling students in the areas of math and reading.	Academic Support Program			08/12/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Activity - Test Data / Analyze Student Achievement by gap groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-PREP) and district and school assessment systems. Use test data to identify problem areas within the gap population and assure that these problems are being addressed throughout the school year, through intervention.	Academic Support Program			08/12/2014	12/18/2015	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors

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

Goal 1:

2014-2015 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program)

Measurable Objective 1:

collaborate to identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) components of Program Review by 05/29/2015 as measured by the Program Review Rubric.

Strategy1:

PLC Meetings - PL/CS, Writing, Arts and Humanities, and World Language (Pilot) will be discussed during PLC's. Head teachers in each component will be assigned one PLC per month to report on any new professional development information that needs to be shared with other teachers. Teachers will be asked to incorporate the information gained at these PLC meetings into their classroom curriculum.

Category: Other - Professional Learning

Research Cited:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language will be asked to present new professional development information and materials to the members of the PLC once each month.	Professional Learning			08/08/2014	12/18/2015	\$0 - No Funding Required	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language, Dwight Harris,

Strategy2:

ILP Adendum - The Individual Learning Plan (ILP) is an internet-based career exploration and planning tool our students use to explore career and college options and develop a career plan. This tool is designed to help students bring together their academic achievements, extracurricular experiences, and career and education exploration activities. This program enables the students, parents, teachers, and counselors to work together to develop a course of study that meets the student's individual needs and goals.

Category: Career Readiness Pathways

Research Cited:

Activity - Advisement Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an Annual ILP Review and Annual Student Survey.	Career Preparation/Orientation			08/08/2014	12/18/2015	\$0 - No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris

Activity - Goals and Plans	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete the Career and Life Goals section of the ILP. Students will conference one on one with a teacher to discuss CCR paths.	Career Preparation/Orientation			08/08/2014	12/18/2015	\$0 - No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructors, Principal Dwight Harris, Manchester Staff

Activity - Career Exploration and Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete Career Matchmaker and Careers That Interest Me sections of the ILP.	Career Preparation/Orientation			08/08/2014	12/18/2015	\$0 - No Funding Required	6th Grade Classroom Teachers, Computer Lab Instructor, Principal Dwight Harris

Strategy3:

Program Review - Use the Program Review Rubric to develop distinguished programs in the areas of Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) components.

Category: Stakeholder Engagement

Research Cited:

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Activity - Promise Neighborhood	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partner with Promise Neighborhood to bring in outside artists, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum.	Extra Curricular			08/08/2014	12/18/2015	\$0 - No Funding Required	Academic Specialist

Activity - Integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work to integrate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the everyday instruction by training staff in the Program Review Document during PLC's. Develop a consistent procedure for documentation of the Program Review Process. Work with the KY Arts Council to bring in grants for artists and teacher training	Academic Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	Librarian, Classroom Teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leaders

Activity - World Language Board	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate a World Language board into their classrooms to enhance the students integration with different languages and cultures.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Librarian, Classroom Teachers

Activity - Assessment and Self Reflection Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will focus on strategies for assessment and self reflection opportunities in the program review component.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom Teachers

Activity - Community Partners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work closely with community partners to incorporate outside resources for career studies such as banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism.	Career Preparation/Orientation			08/08/2014	12/18/2015	\$0 - No Funding Required	Parent Engagement Coordinator, Classroom Teachers

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Activity - Cross Curricular Connection	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize all programs brought into the school by integrating them into other subjects for cross curricular connections. They will also utilize programs as professional development opportunities for sustainability purposes.	Direct Instruction			08/08/2014	12/18/2015	\$0 - No Funding Required	Classroom Teachers, Family Resource Director

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement the Positive Behavior Interventions and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	Behavioral Support Program			08/08/2014	12/18/2015	\$0 - No Funding Required	PBIS Team, Classroom Teachers, Principal Dwight Harris, Entire Staff at Manchester Elementary

Activity - Family Resource Center	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, and World Language (Pilot Program) into the curriculum.	Extra Curricular			08/08/2014	12/25/2015	\$0 - No Funding Required	Family Resource Director

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	The Emergency Management Plan is reviewed and approved by the SBDM council and distributed to each school teacher at the beginning of each school year. On opening day the principal goes over any changes of the safety plan with the staff.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Adopted on August 21, 2014	

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?	Yes		

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		

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		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	There was no major changes and the school SRO is familiar with the plan, so there was no need to invite the other officials in at this time.	

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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?	No	Have never been informed that the evacuation routes needed to be posted in classroom and at doorways.	

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?	No	Our local Fire Marshal has not been to the school to implement this procedure.	

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes	Earthquake practices will be performed twice a year by the students and staff.	

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	We have magnetic door locks where visitors have to be buzzed in by the Secretary. Visitors report to the office where they are signed in and given visitor tags. If they come for a visit, they have to be escorted by someone from the office. Parent sign-out in the afternoon requires parents to sign children out without coming into the building.	

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)	No	According to my understanding we are to have two fire drills and one lockdown drill sometime during the first 30 days of the school year. The earthquake and Severe Weather instructions indicates that these drill should occur twice a year, but no stipulations about when these should occur.	

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		