



Comprehensive School Improvement Plan

Manchester Elementary School
Clay County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	We used the following data for the Equity Diagnostic: -TELL Survey -Percentage of first year and KTIP teachers -Teacher Retention -Overall teacher and principal effectiveness -Overall student growth data of teachers and leaders -Parent surveys -Equity Measures -Equity Diagnostic	Equity Measures 2016-2017 Equity Diagnostic 2016-2017

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

- 3/4 of our students fall in the poverty level
 - 61% of our students that took the KPREP missed 10 or more days of school and out of this group of students 82% fell in the poverty level. Fifty-nine percent of those students scored novice or apprentice in one or more areas.
 - 2 teachers in our building have less than 3 years teaching experience
 - 39% of our Reading Workshops and/or Reading Mastery groups are instructed by Para-educators
 - Our percentage of teacher turnover is 20%
 - 9% of our teachers are new and/or completing KTIP
 - All three categories that fall under Working Conditions fell above 90%
 - Research stated that new teachers are less effective than more experienced coworkers. Fully certified teachers have a statistically significant positive impact in regards to areas of teaching and learning(Goldhaber, 2001)
 - Based on the data analysis, we have decided that the proportion of inexperienced educators, and ineffective educators should be examined.
 - We feel that our barrier to learning would be the ratio of interventionists needed to accommodate all of our academically low and low income students needing interventions.
- We also feel that our barrier to learning would be attendance issues of students falling in the poverty category.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Barriers:

*We feel that one of our barriers to learning would be the ratio of interventionists needed to accommodate all of our academically low and low income students needing interventions. We do not have enough highly effective interventionist to meet the needs of our lowest achieving

students.

- We have only one highly effective, retired teacher in place for math interventions in the upper grades, but we don't have the funds to place a reading interventionist in the upper grades.
- We have only one highly effective, retired teacher in place for reading interventions in the primary grades, but we don't have the funds to place a math interventionist in the primary grades.
- Due to lack of state and federal funding, we must resort to using Para-educators to instruct our interventions. We are forced to use Para-educators who are not highly effective in teaching interventions to our lowest achieving students.
- There may be incidences where our poor students and minority students receive the weakest teachers.
- Inexperienced teachers are more likely to be placed with students who underperform their counterparts in academics, and many leave their first teaching placement and/or the teaching profession altogether within the first two years.
- Students in the poverty GAP group have a lower attendance rate than those of their peers. Research showed that 61% of our students tested on KPREP missed 10 or more days of school last year. 82% of those students fell in the poverty category. Fifty-nine percent of those students scored at least novice or apprentice in one or more areas.

Root Causes:

- Federal and state funds are not allocated for hiring certified teachers who would be highly effective to fill these positions.
- Para-educators are responsible for teaching interventions to low level students.
- Teachers are not leaving colleges prepared to meet the challenges of the teaching profession.
- Without the proper support, new and inexperienced teachers have less positive impact on student success than returning and experienced teachers do.
- Para-educators are expected to do too much as far as academics is concerned with minimal training
- Additional resources must be available to support new teachers and Para-educators through on-going, job-embedded coaching and mentoring that support their ability to grow professionally.
- New teachers are not hired early enough to prepare for the upcoming year.
- Inexperienced teachers are more likely to be placed with students who underperform their counterparts in academics, and many leave their first teaching placement and/or the teaching profession altogether within the first two years.

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Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.	<p>Goals:</p> <ul style="list-style-type: none"> -Develop an equity plan that ensures all students have equitable access to effective teachers and leaders -Implement and refine the PBIS program to help manage the student conduct and utilize SWIS to document and track behavior. -Additional resources must be allocated to support novice teachers and Para-educators through on-going, job-embedded coaching and mentoring that support their ability to grow professionally and impact student achievement -Hire additional highly effective interventionists to meet the needs of low achieving students -Improve attendance rates -Parent involvement 	Equity Measures

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:
 2016-2017 Increase the average combined reading and math proficiency rating 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 rating for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Strategy1:
 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.

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Category: Continuous Improvement

Research Cited:

Activity - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Determine the assignment of staff, based on their strengths, to grade placement and curriculum placement to best serve the identified needs of the students. *Systematically assign students to teachers based on student needs and teacher strengths *Placing neediest students with the strongest teachers	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Dwight Harris

Activity - (NR) Test Data/Analyze Student Achievement by gap groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-PREP), 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	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors, Special Education Teachers, School Psychologist

Activity - (NR) Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will monitor the progress of struggling students in the areas of math and reading. Instruction will be adjusted based on data analysis	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Strategy2:

Collaboration - Special Education teachers will collaborate with classroom teachers to ensure that our special education students are receiving the resources they need to close the gap between them and their peers.

Category: Integrated Methods for Learning

Research Cited:

Activity - (NR) Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Goal 2:

2016-2017 Increase the effectiveness of teachers and school leaders

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Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 05/31/2017 as measured by District CEP/State Guidelines.

Strategy1:

Professional Learning and Support - Tenured teachers are observed formally at least once a year by the principal, as well as multiple observations with feedback throughout the year. During their Summative year, they are observed by a peer observer and given professional feedback on their teaching practices. Then they have a summative observation by their principal using the Charlotte Danielson Framework for Teacher Rubric.

Non-tenured teachers have a summative observation every year using the same format, as well as multiple observations with feedback throughout the year. They are also observed one time a year before the principal's summative observation by their peer observer.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, student growth needs, Student Voice Surveys, and School Improvement Plan	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Principal Evaluation Certificate	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
• The principal has to go through extensive training in the Charlotte Danielson Method of Evaluation, which consists of passing an Evaluation Test every 3 years and a Recertification Test every year.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Dwight Harris

Activity - Partnership with local colleges and high schools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partnership with local colleges to allow their students to complete observations, practicum, and student teaching at our school. Also partnering with Clay County High School to give juniors and seniors the opportunity to have real world work experiences in the school system.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Dwight Harris

Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have three teachers that are going through the process of becoming Nationally Board Certified	Professional Learning	08/10/2015	08/07/2017	\$0 - No Funding Required	Megan Parks, Teresa Fields, and Jennifer Stewart

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Activity - Principal/Teacher Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Allocate time for Principal and Instructional coach to debrief with Para-educators on observations and next steps	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, Para-educators

Activity - Activity – Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Student Growth Goals based on student needs as identified in School Improvement Plan in Assist	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal and teachers

Goal 3:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 as measured by the School Report Card and Pearson Data Analysis.

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. We will utilize CBM, Lesson Assessments, Mastery Test, IXL, etc. for progress monitoring of reading and math. We will utilize PBIS and SWIS to address the discipline issues.

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 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 interventions.

Activity - (NR) School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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 Progress Monitor Reading Mastery, Reading Recovery, CIMs, IXL, and tutoring data points Make appropriate changes in students placement based on accumulated data 	Academic Support Program	08/10/2016	12/15/2017	\$3600 - General Fund	Principal-Dwight Harris, Instructional Coach-Margaret Word, Classroom teachers, Special Education teachers, School Psychologist, and Interventionists

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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 Reading (Research-Based Reading Program)

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery Booster sessions for teachers and Para-educators will be made available during PLC's Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal

Activity - (NR) Imagine-It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Teachers will continue to use the Imagine-It (Researched Based Reading Program) as their core reading program. It will include a two hour reading block which 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	08/10/2016	12/15/2017	\$10000 - District Funding	K-5 Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Activity - (NR) Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide intensive reading intervention for At-Risk students through the following programs: Reading Mastery, CIMs, Reading Recovery, Promise Neighborhood interventionist, 21st Century-Save the Children In-School and After School. Students falling below the 20th percentile on the reading MAP's 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 a retired teacher in place We will progress monitor all students in reading intervention 	Direct Instruction	08/10/2016	12/15/2017	\$178000 - Other	Reading Mastery Instructors, Reading Recovery Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word, Academic Specialist, Safe the Children Coordinator, CHANGE Coordinators

Strategy3:

Math Initiative - Our school will use Envision (a research-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

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Category: Integrated Methods for Learning

Research Cited:

Activity - (NR) Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide math interventions for all students scoring below the 50th percentile in math of the Map's test. Two morning math labs will be utilized before school begins each day, using research-based programs. These will be staffed with certified teachers targeting student needs. A retired teacher will be hired to serve as a math tutor during the regular school day. A Research-based technological intervention will be used for interventions (IXL) IXL will be used to progress monitor 	Direct Instruction Tutoring	08/10/2016	12/15/2017	\$35400 - Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math interventionist), Morning Math Lab Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word

Goal 4:

2016-2017 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language

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 components of Program Review by 05/31/2017 as measured by the Program Review Rubric.

Strategy1:

Parent Involvement - Involve parents in their child's education

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Notify parent of student being place in RTI Communicate to the parents about student progress in classroom Notify parents of student progress in interventions 	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Instructional Coach, RTI team, Principal Dwight Harris

Strategy2:

PLC Meetings - PL/CS, Writing, Arts and Humanities, K-3, and World Language will be discussed during PLC's. Head teachers in each component will be assigned PLC's 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: Professional Learning & Support

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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. 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language and 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, K-3 and World Language components

Category: Stakeholder Engagement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Staff will implement the Positive Behavior Intervention and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. It teaches the students social skills such as how to get along and work in cooperative groups for a unified discussion. It also address economics which is part of PL/CS. This year we have also added SWIS to collect data to use for improvements in behavior. 	Behavioral Support Program	08/10/2016	12/15/2017	\$400 - General Fund	PBIS Team, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Entire Staff at Manchester Elementary

Narrative:

-Placement: Student placement policy addresses placement of students. School principal and instructional coach look at each individual students academic needs and past teachers to determine who their teacher will be for the upcoming school year. Students with the most academic need are looked at first and give first priority when placing students.

-Placement: We analyze MAPs, Discovery Ed., KPREP, STAR, and RTI data to make sure students with the most academic need are getting the strongest more experienced teachers. Students with the most need are provided with multiple interventions with experienced teachers in the area of the student's individual need. We address the academic needs of all students regardless of income, gender, race, or social economic status.

-Recruitment: After analysis of data each year we determine what qualities that we need in a teacher and our hiring committee makes every effort to locate qualified teachers in these areas. We also work closely with the local colleges to allow prospective teachers to log observation hours, complete practicum, and student teaching in our building.

-Retention: Our school retains effective teachers by working closely with them to help develop them into the best teachers they can be. The principal and instructional coach work closely with all teachers and aides, especially new and less experienced ones to give them the tools they need to be effective in the classroom with all students.

-Professional Learning: All new teachers and inexperienced teachers are required to take PD in the area they will be teaching. All teachers and aides in the primary are required to attend PD in the Elgin reading program. We feel that aides need additional training in the area of reading. New teachers to the program are given the opportunity to observe experienced teachers until they are comfortable with the program and strategies. Instructional coach and principal work closely with new teachers and aides. Problem areas are addressed as they arise, coach and principal model and give guidance to teachers. We also monitor to see that suggestions are taken and new teachers build upon modeling and coaching.

PGES: We address all teacher needs as they arise and our goal is to make sure that none of our teachers fall below the accomplished level. However if they do, the instructional coach and principal invest hours of time in working with them to help them become highly effective.

They model for the teachers, monitor with feedback, have them observe accomplished teachers multiple times, go over lesson plans and offer suggestions to help get the most out of instructional time, utilize PLC meeting for data analysis and next step discussions, and provide Professional Development that will address their individual needs.

-Working Conditions: According to the TELL Survey our biggest area for concern was lack of teacher common planning time. After analysis of the problem we found that not having enough planning time was not truly the problem. The problem was that teacher's planning time was split so that they had several short planning periods split throughout the week. We rescheduled planning times so that they were the same amount of time per week as teachers previously had but scheduled them so they were not so spread out and in longer settings so teachers could have quality planning time.

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

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: Margaret Word (teacher), Tammy Gibbs (teacher), Mark McKeehan (teacher), Melissa Davidson (parent), and Whitney Feltner (parent)

*FRC Coordinator: Katie Cornett

*Promise Neighborhood Academic Specialist: Christina Sizemore

Relationship Building

Overall Rating: 3.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
2.2	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
2.3	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
2.4	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
2.5	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
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
2.7	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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 3.14

	Statement or Question	Response	Rating
3.1	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
3.2	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 stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	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.	Proficient

	Statement or Question	Response	Rating
3.4	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
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	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
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	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
4.2	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
4.3	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 reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	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
4.5	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
4.6	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
4.7	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

Overall Rating: 3.0

	Statement or Question	Response	Rating
5.1	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
5.2	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
5.3	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
5.4	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 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.	Proficient

	Statement or Question	Response	Rating
5.5	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
5.6	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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	Parents have multiple opportunities to learn about and discuss: • 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
6.2	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.	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.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	Statement or Question	Response	Rating
6.4	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.	School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	Statement or Question	Response	Rating
6.6	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

Overall Rating: 2.17

	Statement or Question	Response	Rating
7.1	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
7.2	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
7.3	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
7.4	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff rarely updates or communicates with local agencies or programs that provide learning services.	Novice

Reflection

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

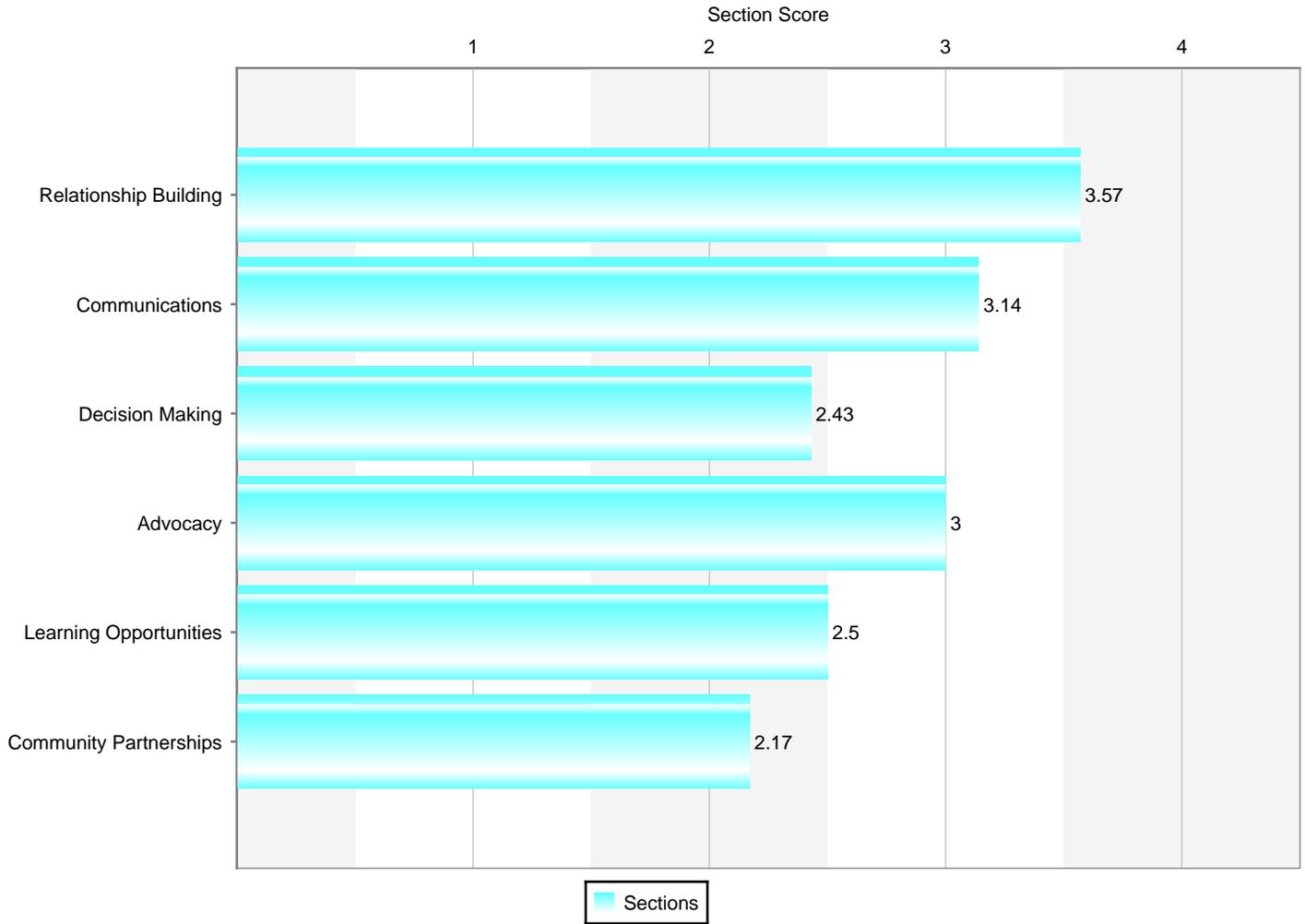
In areas of strength, we offer multiple opportunities to continually inform parents of their child's academic performance throughout the year. We have several means of two-way communication between school staff and all community stakeholders. Our staff encourages parents to take an active role in their student's 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 student's academic performance. We also need to be more systematic in developing 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 an Academic Specialist in place to encourage parent involvement and help bridge the communication gap between the school and all stakeholders. We have FCR 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 ensure that their child is prepared to move from one level to the next. We have begun to offer some parent training this year during our Meet and Greet night and Open House nights. 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 five 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 2016-2017 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 a say as possible.

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

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 5 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 as well as through the SBDM Council parent members who represented the parent population of the school to develop the plan. Parent surveys were utilized in the process, and local businesses and stakeholders such as Promise Neighborhood, FCR, 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. SBDM and CSIP Committee members took the recommendations and formulated a plan that would insure our students were successful in the upcoming 2016-2017 school year.

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

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 SBDM council. Then it was sent on to the District level to be read and approved. Then, to communicate it to all stakeholders, it was placed on the schoolwide web page, as well as, KDE webpage. After the plan had been finalized, a 30/60/90 day plan was developed by the administration staff at MES to ensure the CSIP was carried out with fidelity. This 30/60/90 day plan specified what

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components were to be completed in 30 days, what was to be completed in 60 days, and what was to be completed in 90 days. The principal reports progress monthly to the SBDM Council and the SBDM Council ensure all components are being appropriately addressed.

Phase I - 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?

KDE Needs Assessment

Manchester Elementary School began its improvement plan process for 2016-2017 in September, after receiving our assessment data. We wanted to ensure that everyone concerned would play a part in the development of this new plan. The principal spearheaded the process and kept all parties informed of the developments. A gap analysis was conducted and problem areas were identified. We discovered a gap between males and females in all areas except reading and Social Studies. We also discovered a gap between regular education students and special education students. Committees were formed to analyze the KPREP Academic Performance results, as well as other academic data, the learning environment and school culture, and the school efficiency. The following five committees were formed:

- Program Review Committee
- Attendance Committee
- Assurance Committee
- Needs Assessment Committee
- Safety Committee

The entire certified staff, and the standing committees, along with the principal, began the analysis of the following data: 2016 KPREP, MAP, Discovery Education, STAR, School Report Card, Observations Notes, Attendance and Retention Data, Demographic information, Observation Surveys, PBIS Implementation Checklist, Parent Surveys, the Missing Piece Diagnostic, Equitable Access Diagnostic, Student Growth Goals, and Open House Sign-in Sheets. These committees began working on plans and ideas to address the areas of concern and the needs of our students. We found reason for concern in all content areas. We also looked at non-academic indicators and discovered that excessive student absenteeism was a major concern.

The questions we were addressing while analyzing the data were:

1. What does the data tell us?
2. What does the data not tell us?
3. What are the causes for celebration?
4. What are the opportunities for improvement?
5. What are the Next Steps?

MANCHESTER ELEMENTARY SCHOOL DATA SUMMARY

The following sources and data were used to determine the causes, needs, gaps, goals, and targets in the development of the Manchester Elementary CSIP for the 2016-2017 school year. Data is also listed for the specific groups of students identified in our gaps analysis study.

Overall AMO 2014-2015 - 65.7	KPREP DATA				
	Reading All Students	Free/Reduced	Special Ed.	Gap	
AMO Goal 2015-2016 - 66.2	2015	P/D	P/D	P/D	P/D
Overall AMO 2015-2016 - 60.9	3rd Grade	71.20%	66%	64.3%	66.0%
2016 Delivery Target in Reading - 68.2	4th Grade	62.7%	56.8%	20%	54.3%

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2016 Actual Score in Reading - 67.6	5th Grade	51.8%	38.9%	N/A	36.0%	
2016-2017 Projected Target in Reading - 72.1	6th Grade	81.4%	76.0%	N/A	76%	
2016 Delivery Target in Math - 68.4	Math	All Students	Free/Reduced	Special Ed.	Gap	
2016 Actual Score in Math - 66.4	2015	P/D	P/D	P/D	P/D	
2016-2017 Projected Target in Math - 72.4	3rd Grade	50.90%	48.70%	20%	52%	
2016 Delivery Target in Social Studies - 66.9	4th Grade	68.80%	60.50%	25%	52.2%	
2016 Actual Score in Social Studies - 57.1	5th Grade	78.80%	76.10%	0%	47.4%	
2016-2017 Projected Target in S.S. - 71.0	6th Grade	83.90%	80.00%	0%	76%	
2016 Delivery Target in Writing - 63.4	Science	All Students	Free/Reduced	Special Ed.	Gap	
2016 Actual Score in Writing - 52.4	2015	P/D	P/D	P/D	P/D	
2016-2017 Projected Target in Writing - 67.9	4th Grade	N/A	N/A	N/A	N/A	
MAP Assessment Data - Fall 2016	Soc. Stud.	All Students	Free/Reduced	Special Ed.	Gap	
Students at/above grade level	2015	P/D	P/D	P/D	P/D	
Reading	Math	5th Grade	80.30%	76.10%	0%	50%
K - 45%	K - 32%	On Demand	All Students	Free/Reduced	Special Ed.	Gap
1st - 65%	1st - 70%	2015	P/D	P/D	P/D	P/D
2nd - 62%	2nd - 66%	5th Grade	71.20%	71.70%	40%	23.7%
3rd - 73%	3rd - 69%	6th Grade	82.10%	77.50%	0%	64%
4th - 64%	4th - 66%	Lang. Mech.	All Students	Free/Reduced	Special Ed.	Gap
5th - 74%	5th - 60%	2015	P/D	P/D	P/D	P/D
6th - 60%	6th - 52%	4th Grade	60.90%	51.20%	0%	45.7%
		6th Grade	76.80%	70.00%	20.00%	62%

	3rd	4th	5th	6th
	%P/D	%P/D	%P/D	%P/D
	Male/Female	Male/Female	Male/Female	Male/Female
Language	N/A	61.1%/47.85	N/A	50.0%/86.8%
Math	46.9%/74.1%	75.0%/39.1%	45.8%/71.9%	65.6%/94.7%
Reading	N/A	N/A	45.8%/57.6%	71.0%/87.2%
Writing	N/A	N/A	16.7%/46.9%	37.5%/92.1%

KPREP Data

Male % P/D	Female % P/D
Reading	Reading
65.3%	70.0%
Math	Math
59.7%	73.3%
Science	Science
N/A	N/A

DISCOVERY EDUCATION DATA

Science	Males	Females	Total
Fall 2015	P/D	P/D	P/D
4th Grade	41%	43%	43%
Social Studies	Males	Females	Total
Fall 2015	P/D	P/D	P/D
5th Grade	56%	15%	38%

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Social Studies Social Studies

54.2% 59.4%

Writing Writing

28.6% 71.4%

Language Arts Language Arts

55.9% 72.1%

STAR Assessment

Second Grade - 54% at or above 2.0 GE

Third Grade - 45% at or above 3.0 GE

Fourth Grade - 50% at or above 4.0 GE

Fifth Grade - 54% at or above 5.0 GE

Sixth Grade - 30% at or above 6.0 GE

Non Cognitive Data

Attendance Rate 2015-2016 - 93.2%

Attendance Rate 2016-2017 - 94.5%

Retention Rate 2014-2105 - .5%

Retention Rate 2015 -2016 - 3.7 %

Career Advising Diagnostic

No structural advising program is in place in the ILP's. (Must meet at least once a month for Proficiency)

Interventions

Reading Intervention Grades K-6

of students receiving Reading Mastery - 79

of students receiving CIMS - 16

of students receiving Reading Recovery - 8

of students in Save the Children - 124

Math Intervention Grades K-3

of students receiving Math Intervention - 31

Math Intervention Grades 4-6

if students receiving Math Intervention- 130

Results from Parent Survey

From parent surveys we found a need for more communication between teachers and parents about student progress and RTI interventions.

Results from Open House sign-in sheets

43% of parents on average attend Open House

The Missing Piece Diagnostic showed weaknesses in the following areas:

- Training parents in academics
- Parent feedback on the school's efforts to welcome and engage parents
- No plan is in place for school staff to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.
- School council does not have a classroom observation policy that welcomes families to visit all classrooms
- School leadership does not regularly share information on student achievement or involve business and community leaders in school improvement efforts.
- School leadership staff does not collaborate with employers to support parent and volunteer participation in students' education.

Student Growth Goals (Relates to the goal of professional growth effectiveness)

- 100% of our teachers met the student growth goals in their classroom based on data entered into CITTs and analyzed by administrators.
- How well teachers do on professional growth and student growth goals will eventually be 10% of K-PREP scores. Excellence in the plans will ensure success, achieving student proficiency in all academic areas
- Evidence indicates that our teacher and administrative coaching has had a tremendous impact on teacher effectiveness as indicated by an increase in MAP's data and K-PREP data over the past 6 years

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Math - 59% on level	Math - 75% on level	AMO	AMO
Reading - 65% on level	Reading - 80% on level	81.1	60.9

PBIS Team Implementation Checklist

- Scored Novice in the following areas:

*Team has regular meeting schedule, effective operating procedures.

*Team summarizes existing school discipline data

*Discipline data is gathered, summarized, and reported at least quarterly to whole faculty

*Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving.

1. What does the data tell us?

- We have eliminated the gap between girls/boys in reading and Social Studies in the KPREP assessment, but we have a noticeable gap between girls/boys in Math, Language, and Writing across grade levels.
- We have a noticeable gap between our special education students and our regular education students in all areas.
- KPREP shows our reading scores as a whole school increased from having 65.7% of our students scoring proficient or distinguished in 2014-2015 to having 67.6% of our students scoring proficient or distinguished in 2015-2016.
- MAP scores show that primary students are being moved consistently toward proficient
- Program Review shows we are giving our students a balanced curriculum by incorporating Arts/Humanities, Practical Living/Career Studies in our instruction, and we are ensuring our students are making progress to becoming college and career ready.
- Attendance records show that our attendance rate for 2015-2016 was 93.23% and our attendance rate for 2016-2017 is averaging 94.5% so far this year. It is up 1.30% from the same time last year.
- We have had a steady increase in parent engagement in open house, but we still have work to do in this area. Last count of parent participation in open house was 50%.
- Elgin coaches' summaries confirm that we are teaching the Imagine It Reading Program with fidelity.
- Attainment of students growth goals is increasing according to CIITS data
- Through the use of PBIS, there has been a decline in the distractions in common areas (Ex. Hallways) causing an increase in uninterrupted instructional time.

2. What does the data not tell us?

- The KPREP data doesn't include specific details that could help determine how to move student from Novice/Apprentice to Proficient/Distinguished in order to meet the state requirements.
- The KPREP data does not provide an indication of the core standards that are not being mastered
- The KPREP doesn't provide a breakdown of the students' performance on the multiple choice questions as compared to the short answer and extended response items.
- The KPREP data doesn't tell us why our school beat the state average in all areas but still could not meet our AMO

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?

Areas of Strengths

- 2015-2016 KPREP data shows we closed the gap between girls/boys in reading and Social Studies
- 2015-2016 KPREP data shows we had a slight increase in reading schoolwide
- KPREP data shows we have been Proficient or a School of Distinction for the past 4 years
- We had the top scores in the Elgin Initiative for the 2015-2016 school year.
- We have seen a decrease of Novice in all areas in the KPREP over the past 7 years
- We have seen an increase in distinguished students in all areas in the KPREP over the past 7 years.
- Evidence indicates that our teachers and administrative coaching has had a tremendous impact on teacher effectiveness as indicated by an increase in MAP's data and KPREP data over the past 7 years.
- 2015-2016 KPREP data shows we scored proficient in all areas of Program Review.
- 2015-2016 KPREP Assessment showed that we were a Proficient school.
- Exceeding the state average in the following areas on the 2015 - 2016 KPREP Assessment:
 - This year where 67.6 percent of our students scored proficient or distinguished in Reading as compared to 56.0% in the state
 - This year, where 66.4 percent of our students scored proficient or distinguished in Math as compared to 51.7% in the state
 - This year, where 52.4 percent of our students scored proficient or distinguished in Writing as compared to 41percent in the state
- This year where 57.1 percent of our students scored proficient or distinguished in
 - Social Studies as compared to 52.1 percent in the district
- Exceeding the district percentages in the areas of reading, writing, language mechanics, math, science, and social studies in 2012-2013, 2013-2014, 2014-2015, and all but Social Studies in the 2015-2016 school years.
- We were also the highest scoring school in the county in Achievement on the KPREP 2012-2013, 2013-2014, 2014-2015, and the 2015-2016 school years.
- 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 2011-2012, 2012-2103, 2014-2015, and 2015-2016 school years.
- This year only 13% of our students scored novice in Reading
- Only 5.7% of our total students tested scored novice in Math on the 2015-2016 K-PREP test.
- Zero percent of our 5th grade students scored novice in math on the 2015-2016 KPREP assessment.
- 59.8% of our GAP students scored proficient or distinguished in Reading as compared to 46.9% in the state
- 57.6% or our GAP students scored proficient or distinguished in Math as compared to 42.4% in the state
- 50% of our GAP students scored proficient or distinguished in Social Studies as compared to 47.9% in the state
- 46.6% of our GAP students scored proficient or distinguished in Writing as compared to 32.5% in the state
- 54.2% of our GAP students scored proficient or distinguished in Language Mechanics as compared to 42.8% in the state

Opportunities for Improvement

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

PRIORITY NEEDS

- According to the 2015-2016 KPREP scores, only 3.6% of our students in 5th grade and 6.7% of our students in 6th grade scored Distinguished in Writing
- 2015-2016 KPREP scores show a noticeable gap between males/females scoring Proficient or Distinguished in Math, Writing, and Language Mechanics across grade levels
- According to the 2015-2016 KPREP, we found a large gap exist between our students with disabilities in all content areas as noted in charts.
 - *41% of our students with disabilities scored Novice in Language Mechanic.
 - *30% of our students with disabilities scored Novice in Reading
 - *37.8% of our students with disabilities scored Novice in Math
 - *23.5% of our students with disabilities scored Novice in Writing
 - *Only 32.5% of our students scored Proficient or Distinguished in Math.
 - *Only 21.1% of our students scored Proficient or Distinguished in Language Mechanics
 - *Only 35% of our students scored Proficient or Distinguished in Reading
 - *Only 23.5% of our students scored Proficient or Distinguished in Writing
- Program Review: Incorporating World Language in our curriculum is going to present a challenge
- We also looked at the Non-academic Indicators and discovered needs in the following areas:
 - *Excessive student absenteeism was a major concern for those students scoring below Proficient on the 2015-2016 KPREP assessment.
- 2015-2016 KPREP scores show we need to decrease the number of Apprentices in all subject areas and move them to Proficient and Distinguished.
 - We need to work toward Novice Reduction
 - 21% of our GAP students scored novice in Social Studies
- 2016-2017 Missing Piece Diagnostics showed weaknesses in the following areas: Parent feedback on the school's efforts to welcome and engage parents
Parent/Teacher Conferences
 - The Student Growth Goals need to be addressed because how well teachers do in student growth goals and teacher growth goals will eventually be 10% of K-PREP scores. Excellence in the plan will ensure success, achieving student proficiency in all academic areas. These goals need to correlate with the CSIP needs.
- 2016-2017 Career Advising Diagnostic shows that no structural advising program in in place in ILP's. (Must meet once a month with students to be considered proficient).
- 2016-2017 Parent Survey found there is a need for more communication of student progress in both classroom and interventions.
- Our Professional Effectiveness System data shows that 90% of our teachers are at the accomplished level overall, and the other 10% are at the developing level. No teachers are below the developing level.
- 61% of our students that took the KPREP test missed 10 or more days of school in 2015-2016. Of those students, 82% of them fall in the poverty level. Fifty-nine percent of those students scored novice or apprentice in one or more areas tested.

Conclusion

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

Next Steps:

Address the Goals, Strategies, and Activities the staff determined were needed to overcome the areas in the priority goals that needed improvement.

2016-2017 Professional Growth and Effectiveness System

Overview

Plan Name

2016-2017 Professional Growth and Effectiveness System

Plan Description

2016-2017 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	2016-2017 Increase the effectiveness of teachers and school leaders	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$0

Goal 1: 2016-2017 Increase the effectiveness of teachers and school leaders

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 05/31/2017 as measured by District CEP/State Guidelines.

Strategy 1:

Professional Learning and Support - Tenured teachers are observed formally at least once a year by the principal, as well as multiple observations with feedback throughout the year. During their Summative year, they are observed by a peer observer and given professional feedback on their teaching practices. Then they have a summative observation by their principal using the Charlotte Danielson Framework for Teacher Rubric.

Non-tenured teachers have a summative observation every year using the same format, as well as multiple observations with feedback throughout the year. They are also observed one time a year before the principal's summative observation by their peer observer.

Category: Professional Learning & Support

Activity - 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 needs as identified in School Improvement Plan in Assist	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal and 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, student growth needs, Student Voice Surveys, and School Improvement Plan	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers
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. Allocate time for Principal and Instructional coach to debrief with Para-educators on observations and next steps	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Instructional Coach, Teachers, Para-educators
Activity - Principal Evaluation Certificate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
• The principal has to go through extensive training in the Charlotte Danielson Method of Evaluation, which consists of passing an Evaluation Test every 3 years and a Recertification Test every year.	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Dwight Harris

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - National Board Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We have three teachers that are going through the process of becoming Nationally Board Certified	Professional Learning	08/10/2015	08/07/2017	\$0	No Funding Required	Megan Parks, Teresa Fields, and Jennifer Stewart
Activity - Partnership with local colleges and high schools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partnership with local colleges to allow their students to complete observations, practicum, and student teaching at our school. Also partnering with Clay County High School to give juniors and seniors the opportunity to have real world work experiences in the school system.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Dwight Harris

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Growth Plan	Development of Professional Growth Plan based on self-reflection, student growth needs, Student Voice Surveys, and School Improvement Plan	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Instructional Coach, Teachers
Activity – Student Growth Goals	Development of Student Growth Goals based on student needs as identified in School Improvement Plan in Assist	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal and teachers
National Board Certification	We have three teachers that are going through the process of becoming Nationally Board Certified	Professional Learning	08/10/2015	08/07/2017	\$0	Megan Parks, Teresa Fields, and Jennifer Stewart
Principal Evaluation Certificate	• The principal has to go through extensive training in the Charlotte Danielson Method of Evaluation, which consists of passing an Evaluation Test every 3 years and a Recertification Test every year.	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Dwight Harris
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. Allocate time for Principal and Instructional coach to debrief with Para-educators on observations and next steps	Professional Learning	08/10/2016	12/15/2017	\$0	Principal, Instructional Coach, Teachers, Para-educators
Partnership with local colleges and high schools	Partnership with local colleges to allow their students to complete observations, practicum, and student teaching at our school. Also partnering with Clay County High School to give juniors and seniors the opportunity to have real world work experiences in the school system.	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	Principal, Dwight Harris
Total					\$0	

2016-2017 Proficiency

Overview

Plan Name

2016-2017 Proficiency

Plan Description

2016-2017 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	2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017	Objectives: 1 Strategies: 6 Activities: 13	Organizational	\$289000

Goal 1: 2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 as measured by the School Report Card and Pearson Data Analysis.

Strategy 1:

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

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - (NR) Analyze Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> Analyze data to identify gaps Make necessary adjustments to instruction Insure that teachers implement the curriculum using best practices for instruction and assessment 	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal-Dwight Harris, Instructional Coach-Margaret Word, P-6 Classroom Teachers, SBDM Council, Interventionist
Activity - Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$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. We will utilize CBM, Lesson Assessments, Mastery Test, IXL, etc. for progress monitoring of reading and math. We will utilize PBIS and SWIS to address the discipline issues.

Comprehensive School Improvement Plan

Manchester Elementary School

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 used of 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 interventions.

Activity - (NR) School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none">• 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• Progress Monitor Reading Mastery, Reading Recovery, CIMs, IXL, and tutoring data points• Make appropriate changes in students placement based on accumulated data	Academic Support Program	08/10/2016	12/15/2017	\$3600	General Fund	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 Reading (Research-Based Reading Program)

Activity - (NR) Imagine-It Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none">• Teachers will continue to use the Imagine-It (Researched Based Reading Program) as their core reading program. It will include a two hour reading block which 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	08/10/2016	12/15/2017	\$10000	District Funding	K-5 Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Activity - (NR) Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

<ul style="list-style-type: none"> • MES will provide intensive reading intervention for At-Risk students through the following programs: Reading Mastery, CIMs, Reading Recovery, Promise Neighborhood interventionist, 21st Century-Save the Children In-School and After School. • Students falling below the 20th percentile on the reading MAP's 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 a retired teacher in place • We will progress monitor all students in reading intervention 	Direct Instruction	08/10/2016	12/15/2017	\$178000	Other	Reading Mastery Instructors, Reading Recovery Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word, Academic Specialist, Safe the Children Coordinator, CHANGE Coordinators
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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery • Booster sessions for teachers and Para-educators will be made available during PLC's • Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach • Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal

Strategy 4:

Math Initiative - Our school will use Envision (a research-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 - (NR) Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Manchester Elementary School

<ul style="list-style-type: none"> • MES will provide math interventions for all students scoring below the 50th percentile in math of the Map's test. • Two morning math labs will be utilized before school begins each day, using research-based programs. These will be staffed with certified teachers targeting student needs. • A retired teacher will be hired to serve as a math tutor during the regular school day. • A Research-based technological intervention will be used for interventions (IXL) • IXL will be used to progress monitor 	Tutoring, Direct Instruction	08/10/2016	12/15/2017	\$35400	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
<ul style="list-style-type: none"> • MES will provide IXL (research-based computer program) in the computer lab for struggling math students. This program will be available for home use. • We will use IXL to progress monitor 	Technology	08/10/2016	12/15/2017	\$12000	Other	Computer Lab Instructors, Classroom teachers

Activity - (NR) Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • MES will schedule a support block daily, to provide assistance to struggling students 	Direct Instruction	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, computer Lab teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word, Math Interventionist

Strategy 5:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. One preschool class will be utilized to ensure more students have the opportunity to attend. Incorporate programs such as Early Steps, Language for Learners into the preschool program and the early part of Kindergarten to enhance oral language.

Category: Early Learning

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

Manchester Elementary School

<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0	No Funding Required	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides
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Activity - Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> Continue to offer one preschool classroom at our school. This will allow the opportunity for more students in the community to attend preschool, which in turn will increase their kindergarten readiness 	Academic Support Program	08/10/2016	12/15/2017	\$30000	General Fund	Preschool teachers, Preschool aides

Activity - Early Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$20000	Other	Early Steps Instructor, Save the Children Coordinator

Strategy 6:

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

Category: Management Systems

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> The Principal will address scheduling issues to guarantee that enough instructional time and planning time is available to meet the instructional and academic needs of the students. Principal arranges schedules so that grade level teachers will have common planning time for at least 30 minutes each day of the week. 	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal-Dwight Harris

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
Early Steps	<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$20000	Early Steps Instructor, Save the Children Coordinator
(NR) Reading Intervention	<ul style="list-style-type: none"> MES will provide intensive reading intervention for At-Risk students through the following programs: Reading Mastery, CIMs, Reading Recovery, Promise Neighborhood interventionist, 21st Century-Save the Children In-School and After School. Students falling below the 20th percentile on the reading MAP's 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 a retired teacher in place We will progress monitor all students in reading intervention 	Direct Instruction	08/10/2016	12/15/2017	\$178000	Reading Mastery Instructors, Reading Recovery Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word, Academic Specialist, Safe the Children Coordinator, CHANGE Coordinators
Technology	<ul style="list-style-type: none"> MES will provide IXL (research-based computer program) in the computer lab for struggling math students. This program will be available for home use. We will use IXL to progress monitor 	Technology	08/10/2016	12/15/2017	\$12000	Computer Lab Instructors, Classroom teachers
Total					\$210000	

General Fund

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

Manchester Elementary School

Preschool	<ul style="list-style-type: none"> Continue to offer one preschool classroom at our school. This will allow the opportunity for more students in the community to attend preschool, which in turn will increase their kindergarten readiness 	Academic Support Program	08/10/2016	12/15/2017	\$30000	Preschool teachers, Preschool aides
(NR) School Intervention Team	<ul style="list-style-type: none"> 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 Progress Monitor Reading Mastery, Reading Recovery, CIMs, IXL, and tutoring data points Make appropriate changes in students placement based on accumulated data 	Academic Support Program	08/10/2016	12/15/2017	\$3600	Principal-Dwight Harris, Instructional Coach-Margaret Word, Classroom teachers, Special Education teachers, School Psychologist, and Interventionists
Total					\$33600	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
(NR) Math Intervention	<ul style="list-style-type: none"> MES will provide math interventions for all students scoring below the 50th percentile in math of the Map's test. Two morning math labs will be utilized before school begins each day, using research-based programs. These will be staffed with certified teachers targeting student needs. A retired teacher will be hired to serve as a math tutor during the regular school day. A Research-based technological intervention will be used for interventions (IXL) IXL will be used to progress monitor 	Tutoring, Direct Instruction	08/10/2016	12/15/2017	\$35400	Computer Lab Instructors, Retired Teacher (Math interventionist), Morning Math Lab Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word
Total					\$35400	

District Funding

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

Manchester Elementary School

(NR) Imagine-It Reading Program	<ul style="list-style-type: none"> Teachers will continue to use the Imagine-It (Researched Based Reading Program) as their core reading program. It will include a two hour reading block which 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	08/10/2016	12/15/2017	\$10000	K-5 Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
(NR) Support Block	<ul style="list-style-type: none"> MES will schedule a support block daily, to provide assistance to struggling students 	Direct Instruction	08/10/2016	12/15/2017	\$0	Classroom teachers, computer Lab teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word, Math Interventionist
Curriculum Map	<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0	Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word
Kindergarten Diagnostic Screeners	<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides

Comprehensive School Improvement Plan

Manchester Elementary School

(NR) Analyze Data	<ul style="list-style-type: none"> Analyze data to identify gaps Make necessary adjustments to instruction Insure that teachers implement the curriculum using best practices for instruction and assessment 	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal-Dwight Harris, Instructional Coach-Margaret Word, P-6 Classroom Teachers, SBDM Council, Interventionist
Professional Development	<ul style="list-style-type: none"> All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery Booster sessions for teachers and Para-educators will be made available during PLC's Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal
Scheduling	<ul style="list-style-type: none"> The Principal will address scheduling issues to guarantee that enough instructional time and planning time is available to meet the instructional and academic needs of the students. Principal arranges schedules so that grade level teachers will have common planning time for at least 30 minutes each day of the week. 	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal-Dwight Harris
Total					\$0	

2016-2017 Gap

Overview

Plan Name

2016-2017 Gap

Plan Description

2016-2017 Gap

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	2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group to 70% by 2017 as measured by K-PREP	Objectives: 1 Strategies: 3 Activities: 6	Organizational	\$0

Goal 1: 2016-2017 Increase the average combined reading and math proficiency rating 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 rating for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Status	Progress Notes	Created On	Created By
Met	Collaborate weekly during PLCs to ensure gaps are being addressed.	December 28, 2016	Dwight Harris

Strategy 1:

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

Status	Progress Notes	Created On	Created By
N/A	All interventions are up and running and being monitored by principal and instructional coach. Changes are based on accumulated data.	December 28, 2016	Dwight Harris

Activity - (NR) Progress Monitoring	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. Instruction will be adjusted based on data analysis	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - (NR) 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), 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	08/10/2016	12/15/2017	\$0	No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors, Special Education Teachers, School Psychologist

Status	Progress Notes	Created On	Created By
In Progress	Data has been analyzed and gaps have been addressed. As more data is gathered throughout the year changes are made.	December 28, 2016	Dwight Harris

Activity - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
*Determine the assignment of staff, based on their strengths, to grade placement and curriculum placement to best serve the identified needs of the students. *Systematically assign students to teachers based on student needs and teacher strengths *Placing neediest students with the strongest teachers	Policy and Process	08/10/2016	12/15/2017	\$0	No Funding Required	Principal, Dwight Harris

Status	Progress Notes	Created On	Created By
Completed	Staff assignments have been made.	December 28, 2016	Dwight Harris

Strategy 2:

Collaboration - Special Education teachers will collaborate with classroom teachers to ensure that our special education students are receiving the resources they need to close the gap between them and their peers.

Comprehensive School Improvement Plan

Manchester Elementary School

Category: Integrated Methods for Learning

Activity - (NR) Teacher Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Status	Progress Notes	Created On	Created By
In Progress		December 28, 2016	Dwight Harris

Strategy 3:

Parent Involvement - Involve parents in the child's education

Category: Stakeholder Engagement

Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are required to call parents when students are absent to determine the cause of their absence. Their goal is to increase parent awareness of the correlation between academic achievement and attendance.	Parent Involvement	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers contact parents of each student that is absent on a daily basis.	December 28, 2016	Dwight Harris

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Notify parents when their child is placed in RTI Teachers communicate to the parents about student progress in the classroom Interventionist communicate to the parents about student progress in interventions	Parent Involvement	08/10/2016	12/15/2017	\$0	No Funding Required	Principal - Dwight Harris, Classroom teachers, Instructional Coach, RTI Team

Status	Progress Notes	Created On	Created By
In Progress	Two open houses so far this year. Parent portal is being used by teachers.	December 28, 2016	Dwight Harris

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
(NR) Progress Monitoring	Staff will monitor the progress of struggling students in the areas of math and reading. Instruction will be adjusted based on data analysis	Academic Support Program	08/10/2016	12/15/2017	\$0	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers
Daily Attendance Checks	Teachers are required to call parents when students are absent to determine the cause of their absence. Their goal is to increase parent awareness of the correlation between academic achievement and attendance.	Parent Involvement	08/10/2016	12/15/2017	\$0	Classroom teachers
Parent/Teacher Communication	Notify parents when their child is placed in RTI Teachers communicate to the parents about student progress in the classroom Interventionist communicate to the parents about student progress in interventions	Parent Involvement	08/10/2016	12/15/2017	\$0	Principal - Dwight Harris, Classroom teachers, Instructional Coach, RTI Team
(NR) Teacher Collaboration	Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Comprehensive School Improvement Plan

Manchester Elementary School

(NR) Test Data/Analyze Student Achievement by gap groups	Analyze student achievement by gap groups, relative to state (K-PREP), 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	08/10/2016	12/15/2017	\$0	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors, Special Education Teachers, School Psychologist
(NR) Staff Assignment	*Determine the assignment of staff, based on their strengths, to grade placement and curriculum placement to best serve the identified needs of the students. *Systematically assign students to teachers based on student needs and teacher strengths *Placing neediest students with the strongest teachers	Policy and Process	08/10/2016	12/15/2017	\$0	Principal, Dwight Harris
Total					\$0	

2016-2017 Program Review

Overview

Plan Name

2016-2017 Program Review

Plan Description

2016-2017 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	2016-2017 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language	Objectives: 1 Strategies: 4 Activities: 8	Organizational	\$20400

Goal 1: 2016-2017 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language

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 components of Program Review by 05/31/2017 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, K-3 and World Language components

Category: Stakeholder Engagement

Activity - Community Partners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum • Partner with Promise Neighborhood to bring in outside artist, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum • Work closely with community partners such as Save the Children, to incorporate outside resources for career studies such as the banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism. 	Extra Curricular	08/10/2016	12/15/2017	\$20000	Other	Family Resource Director Academic Specialist, Classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	We have worked with Promise Neighborhood, Save the Children, 21st Century, and the Family Resource Center to bring in the Children's Theater, STEAM program, a person who worked with first and second grade on dance, and one bullying program so far this year. We are in the process of working with the high school to attend a performance at the high school in the spring. We have also moved our writing lab to after school to benefit more students.	December 28, 2016	Dwight Harris

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Activity - Integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • Work to integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the everyday instruction by training staff in the Program Review document during PLC's • Work with the KY Arts Council, Save the Children, and Promise Neighborhood to bring in grants for artists and teacher training • 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. 	Academic Support Program	08/10/2016	12/15/2017	\$0	No Funding Required	Librarian, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leader, Family Resource Director

Status	Progress Notes	Created On	Created By
In Progress	We have made integrating program review into other subject areas a focus this year.	December 28, 2016	Dwight Harris

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • Staff will implement the Positive Behavior Intervention and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. It teaches the students social skills such as how to get along and work in cooperative groups for a unified discussion. It also address economics which is part of PL/CS. This year we have also added SWIS to collect data to use for improvements in behavior. 	Behavioral Support Program	08/10/2016	12/15/2017	\$400	General Fund	PBIS Team, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Entire Staff at Manchester Elementary

Status	Progress Notes	Created On	Created By
In Progress	Added the SWISS component to the PBIS program this year. It tracks student behavior and collects data on discipline issues.	December 28, 2016	Dwight Harris

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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.

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	08/10/2016	12/15/2017	\$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	08/10/2016	12/15/2017	\$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
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Comprehensive School Improvement Plan

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<ul style="list-style-type: none"> • 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	08/10/2016	12/15/2017	\$0	No Funding Required	6th grade classroom teachers, computer lab instructors, Principal Dwight Harris, Manchester staff
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Strategy 3:

PLC Meetings - PL/CS, Writing, Arts and Humanities, K-3, and World Language will be discussed during PLC's. Head teachers in each component will be assigned PLC's 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: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • 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. 	Professional Learning	08/10/2016	12/15/2017	\$0	No Funding Required	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language and Principal Dwight Harris

Strategy 4:

Parent Involvement - Involve parents in their child's education

Category: Stakeholder Engagement

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Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> • Notify parent of student being place in RTI • Communicate to the parents about student progress in classroom • Notify parents of student progress in interventions 	Parent Involvement	08/10/2016	12/15/2017	\$0	No Funding Required	Classroom teachers, Instructional Coach, RTI team, Principal Dwight Harris

Status	Progress Notes	Created On	Created By
In Progress	Parent/teacher communication is always on-going. We have had one meet and great night, two open house nights. We have turned our open house nights into opportunities to teach parents different things they could do with their child to help with learning.	December 28, 2016	Dwight Harris

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
Community Partners	<ul style="list-style-type: none"> • Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum • Partner with Promise Neighborhood to bring in outside artist, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum • Work closely with community partners such as Save the Children, to incorporate outside resources for career studies such as the banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism. 	Extra Curricular	08/10/2016	12/15/2017	\$20000	Family Resource Director Academic Specialist, Classroom teachers
Total					\$20000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	<ul style="list-style-type: none"> • Staff will implement the Positive Behavior Intervention and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. It teaches the students social skills such as how to get along and work in cooperative groups for a unified discussion. It also address economics which is part of PL/CS. This year we have also added SWIS to collect data to use for improvements in behavior. 	Behavioral Support Program	08/10/2016	12/15/2017	\$400	PBIS Team, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Entire Staff at Manchester Elementary
Total					\$400	

No Funding Required

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

Manchester Elementary School

Professional Development	<ul style="list-style-type: none"> 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. 	Professional Learning	08/10/2016	12/15/2017	\$0	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language and Principal Dwight Harris
Advisement Activities	Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	6th grade classroom teachers, computer lab instructor, Principal Dwight Harris
Integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum	<ul style="list-style-type: none"> Work to integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the everyday instruction by training staff in the Program Review document during PLC's Work with the KY Arts Council, Save the Children, and Promise Neighborhood to bring in grants for artists and teacher training 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. 	Academic Support Program	08/10/2016	12/15/2017	\$0	Librarian, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leader, Family Resource Director
Parent/Teacher Communication	<ul style="list-style-type: none"> Notify parent of student being place in RTI Communicate to the parents about student progress in classroom Notify parents of student progress in interventions 	Parent Involvement	08/10/2016	12/15/2017	\$0	Classroom teachers, Instructional Coach, RTI team, Principal Dwight Harris
Career Exploration and Assessment	Students will complete Career Matchmaker and Careers That Interest Me sections of the ILP	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0	6th grade classroom teachers, computer lab instructor, Principal Dwight Harris

Comprehensive School Improvement Plan

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Goals and Plans	<ul style="list-style-type: none"> • 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	08/10/2016	12/15/2017	\$0	6th grade classroom teachers, computer lab instructors, Principal Dwight Harris, Manchester staff
Total					\$0	

Phase II - KDE Assurances - Schools

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 analyze KPREP scores in grades 3-6. We analyze Discovery Education test scores in grades 3-6. 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 used this academic data along with the data from the comprehensive Needs Assessment and makes changes relative to the schoolwide program components. We also use MAP data to measure and assess growth.	

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	We have a support block that focuses on differentiated instruction in each grade for targeting student intervention and enrichment. Students in graded 4-6 are also offered a Gifted and Talented program. 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 to strengthen our Math program as well as research based Envision Math program. We utilize two retired teachers to provide small group, individualized instruction in reading and math.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Manchester Elementary has one preschool which transition into kindergarten. We had an 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. Our preschool children are involved in all school activities, so that they are able to make a smooth transition into kindergarten.	

Comprehensive School Improvement Plan

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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 the 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, IXL, and a scheduled support block for differentiated instruction. We also have a Math Interventionist, that works with small groups in 4th -6th grade and a Reading Interventionist that works with struggling students in grades K-3.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	- At present all classroom teachers 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
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 Council. Appropriate financial records are maintained at the District level and given to the schools as needed or requested.	

Comprehensive School Improvement Plan

Manchester Elementary School

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 had planned or implemented strategies to increase parent involvement. Parents attended a "Meet and Greet" day at the beginning of school. Parents were provided with training about the upcoming school year and told about available resources at this Meet and Greet session. Parent compact and Parent Involvement Policies 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 SBDM Council and staff 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 2016, teachers completed an Individual Professional Development Plan to develop/improve their own instructional skills. Professional Development is geared toward teacher's PGP. Teachers are currently working through PGES teacher evaluation system. The school used these individual plans along with schoolwide plans and developed appropriate professional development to address CSIP goals. This is a continuing process that is monitored all throughout the 2016-2017 school year and will be re-evaluated, and the process will begin again in May of 2017.	

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 had completed an annual evaluation of the CSIP along with achievement results form 2016 KPREP. This data analysis and evaluation will inform principal and staff of any and all adjustments/changes that need to be made. This process will be repeated using the 2017 results.	

Comprehensive School Improvement Plan

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 Instructional 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 IXL and reviewing our gap in special needs and gender.	

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 a 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
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 schoolwide Title I school; therefore, we have no targeted assistance activities.	

Comprehensive School Improvement Plan

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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 schoolwide 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 schoolwide 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.	

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 Education, MAP's, BRIGANCE, etc. to make adjustments as needed.	

Comprehensive School Improvement Plan

Manchester Elementary School

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 (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 is 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, specialists 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 specialist, 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.	

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

Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	There is a master schedule for Para educators that show 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.	Yes	Manchester's school scheduled non-instructional duties for para-educators working with targeted students demonstrates that the duties are on a limited basis only.	

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.	

Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

Goal 1:

2016-2017 Increase the effectiveness of teachers and school leaders

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 05/31/2017 as measured by District CEP/State Guidelines.

Strategy1:

Professional Learning and Support - Tenured teachers are observed formally at least once a year by the principal, as well as multiple observations with feedback throughout the year. During their Summative year, they are observed by a peer observer and given professional feedback on their teaching practices. Then they have a summative observation by their principal using the Charlotte Danielson Framework for Teacher Rubric.

Non-tenured teachers have a summative observation every year using the same format, as well as multiple observations with feedback throughout the year. They are also observed one time a year before the principal's summative observation by their peer observer.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, student growth needs, Student Voice Surveys, and School Improvement Plan	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Principal/Teacher Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Allocate time for Principal and Instructional coach to debrief with Para-educators on observations and next steps	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, Para-educators

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Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have three teachers that are going through the process of becoming Nationally Board Certified	Professional Learning	08/10/2015	08/07/2017	\$0 - No Funding Required	Megan Parks, Teresa Fields, and Jennifer Stewart

Goal 2:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 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 is available to meet the needs of the classroom teachers and students

Category: Management Systems

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">The Principal will address scheduling issues to guarantee that enough instructional time and planning time is available to meet the instructional and academic needs of the students.Principal arranges schedules so that grade level teachers will have common planning time for at least 30 minutes each day of the week.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal-Dwight Harris

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 Reading (Research-Based Reading Program)

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery Booster sessions for teachers and Para-educators will be made available during PLC's Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal

Goal 3:

2016-2017 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language

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 components of Program Review by 05/31/2017 as measured by the Program Review Rubric.

Strategy1:

PLC Meetings - PL/CS, Writing, Arts and Humanities, K-3, and World Language will be discussed during PLC's. Head teachers in each component will be assigned PLC's 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: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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. 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language and Principal Dwight Harris

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

Goal 1:

2016-2017 Increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group to 70% by 2017 as measured by K-PREP

Comprehensive School Improvement Plan

Manchester Elementary School

Measurable Objective 1:

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

Strategy1:

Collaboration - Special Education teachers will collaborate with classroom teachers to ensure that our special education students are receiving the resources they need to close the gap between them and their peers.

Category: Integrated Methods for Learning

Research Cited:

Activity - (NR) Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Goal 2:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 as measured by the School Report Card and Pearson Data Analysis.

Strategy1:

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

Category: Integrated Methods for Learning

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

Activity - (NR) Imagine-It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">Teachers will continue to use the Imagine-It (Researched Based Reading Program) as their core reading program. It will include a two hour reading block which 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	08/10/2016	12/15/2017	\$10000 - District Funding	K-5 Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - (NR) Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide intensive reading intervention for At-Risk students through the following programs: Reading Mastery, CIMs, Reading Recovery, Promise Neighborhood interventionist, 21st Century-Save the Children In-School and After School. Students falling below the 20th percentile on the reading MAP's 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 a retired teacher in place We will progress monitor all students in reading intervention 	Direct Instruction	08/10/2016	12/15/2017	\$178000 - Other	Reading Mastery Instructors, Reading Recovery Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word, Academic Specialist, Safe the Children Coordinator, CHANGE Coordinators

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery Booster sessions for teachers and Para-educators will be made available during PLC's Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal

Strategy2:

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

Category: Management Systems

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> The Principal will address scheduling issues to guarantee that enough instructional time and planning time is available to meet the instructional and academic needs of the students. Principal arranges schedules so that grade level teachers will have common planning time for at least 30 minutes each day of the week. 	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal-Dwight Harris

Strategy3:

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. We will utilize CBM, Lesson Assessments, Mastery Test, IXL, etc. for progress monitoring of reading and math. We will utilize PBIS and SWIS to address the discipline issues.

Comprehensive School Improvement Plan

Manchester Elementary School

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 used of 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 interventions.

Activity - (NR) School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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 Progress Monitor Reading Mastery, Reading Recovery, CIMs, IXL, and tutoring data points Make appropriate changes in students placement based on accumulated data 	Academic Support Program	08/10/2016	12/15/2017	\$3600 - General Fund	Principal-Dwight Harris, Instructional Coach-Margaret Word, Classroom teachers, Special Education teachers, School Psychologist, and Interventionists

Strategy4:

School Readiness and Early Childhood - Screeners will be used to determine if the students are ready for school. One preschool class will be utilized to ensure more students have the opportunity to attend. Incorporate programs such as Early Steps, Language for Learners into the preschool program and the early part of Kindergarten to enhance oral language.

Category: Early Learning

Research Cited:

Activity - Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Continue to offer one preschool classroom at our school. This will allow the opportunity for more students in the community to attend preschool, which in turn will increase their kindergarten readiness 	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Preschool teachers, Preschool aides

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0 - No Funding Required	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Early Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$20000 - Other	Early Steps Instructor, Save the Children Coordinator

Strategy5:

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

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Activity - (NR) Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Analyze data to identify gaps Make necessary adjustments to instruction Insure that teachers implement the curriculum using best practices for instruction and assessment 	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal-Dwight Harris, Instructional Coach-Margaret Word, P-6 Classroom Teachers, SBDM Council, Interventionist

Strategy6:

Math Initiative - Our school will use Envision (a research-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 - (NR) Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will schedule a support block daily, to provide assistance to struggling students 	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, computer Lab teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word, Math Interventionist

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide IXL (research-based computer program) in the computer lab for struggling math students. This program will be available for home use. We will use IXL to progress monitor 	Technology	08/10/2016	12/15/2017	\$12000 - Other	Computer Lab Instructors, Classroom teachers

Activity - (NR) Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide math interventions for all students scoring below the 50th percentile in math of the Map's test. Two morning math labs will be utilized before school begins each day, using research-based programs. These will be staffed with certified teachers targeting student needs. A retired teacher will be hired to serve as a math tutor during the regular school day. A Research-based technological intervention will be used for interventions (IXL) IXL will be used to progress monitor 	Tutoring Direct Instruction	08/10/2016	12/15/2017	\$35400 - Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math interventionist), Morning Math Lab Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word

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

Goal 1:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 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. One preschool class will be utilized to ensure more students have the opportunity to attend. Incorporate programs such as Early Steps, Language for Learners into the preschool program and the early part of Kindergarten to enhance oral language.

Category: Early Learning

Research Cited:

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$0 - No Funding Required	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides

Comprehensive School Improvement Plan

Manchester Elementary School

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

Goal 1:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 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. One preschool class will be utilized to ensure more students have the opportunity to attend. Incorporate programs such as Early Steps, Language for Learners into the preschool program and the early part of Kindergarten to enhance oral language.

Category: Early Learning

Research Cited:

Activity - Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">Continue to offer one preschool classroom at our school. This will allow the opportunity for more students in the community to attend preschool, which in turn will increase their kindergarten readiness	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Preschool teachers, Preschool aides

Activity - Kindergarten Diagnostic Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">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	08/10/2016	12/15/2017	\$0 - No Funding Required	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides

Activity - Early Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">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	08/10/2016	12/15/2017	\$20000 - Other	Early Steps Instructor, Save the Children Coordinator

Comprehensive School Improvement Plan

Manchester Elementary School

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

Goal 1:
2016-2017 Increase the average combined reading and math proficiency rating 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 rating for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Strategy1:
Parent Involvement - Involve parents in the child's education
Category: Stakeholder Engagement
Research Cited:

Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Notify parents when their child is placed in RTI Teachers communicate to the parents about student progress in the classroom Interventionist communicate to the parents about student progress in interventions	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal - Dwight Harris, Classroom teachers, Instructional Coach, RTI Team

Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to call parents when students are absent to determine the cause of their absence. Their goal is to increase parent awareness of the correlation between academic achievement and attendance.	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

Strategy2:
Collaboration - Special Education teachers will collaborate with classroom teachers to ensure that our special education students are receiving the resources they need to close the gap between them and their peers.
Category: Integrated Methods for Learning
Research Cited:

Activity - (NR) Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Comprehensive School Improvement Plan

Manchester Elementary School

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 - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Determine the assignment of staff, based on their strengths, to grade placement and curriculum placement to best serve the identified needs of the students. *Systematically assign students to teachers based on student needs and teacher strengths *Placing neediest students with the strongest teachers	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Dwight Harris

Activity - (NR) Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will monitor the progress of struggling students in the areas of math and reading. Instruction will be adjusted based on data analysis	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Goal 2:

2016-2017 Increase the effectiveness of teachers and school leaders

Measurable Objective 1:

collaborate to fully implement the Professional Growth and Effectiveness system by 05/31/2017 as measured by District CEP/State Guidelines.

Strategy1:

Professional Learning and Support - Tenured teachers are observed formally at least once a year by the principal, as well as multiple observations with feedback throughout the year. During their Summative year, they are observed by a peer observer and given professional feedback on their teaching practices. Then they have a summative observation by their principal using the Charlotte Danielson Framework for Teacher Rubric.

Non-tenured teachers have a summative observation every year using the same format, as well as multiple observations with feedback throughout the year. They are also observed one time a year before the principal's summative observation by their peer observer.

Category: Professional Learning & Support

Research Cited:

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Professional Growth Plan based on self-reflection, student growth needs, Student Voice Surveys, and School Improvement Plan	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers

Activity - Principal/Teacher Conferencing	Activity Type	Begin Date	End Date	Funding Amount & Source	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. Allocate time for Principal and Instructional coach to debrief with Para-educators on observations and next steps	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, Para-educators

Activity - National Board Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We have three teachers that are going through the process of becoming Nationally Board Certified	Professional Learning	08/10/2015	08/07/2017	\$0 - No Funding Required	Megan Parks, Teresa Fields, and Jennifer Stewart

Goal 3:

2016-2017 Increase the average combined reading and math K-PREP scores for Manchester Elementary Students to 75% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math K-PREP scores for Manchester Elementary School to 75% by 05/31/2017 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. One preschool class will be utilized to ensure more students have the opportunity to attend. Incorporate programs such as Early Steps, Language for Learners into the preschool program and the early part of Kindergarten to enhance oral language.

Category: Early Learning

Research Cited:

Activity - Kindergarten Diagnostic Screeners	Activity Type	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	08/10/2016	12/15/2017	\$0 - No Funding Required	Academic specialist, Instructional Coach, Kindergarten teachers, and Kindergarten aides

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Manchester Elementary School

Activity - Early Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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	08/10/2016	12/15/2017	\$20000 - Other	Early Steps Instructor, Save the Children Coordinator

Activity - Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Continue to offer one preschool classroom at our school. This will allow the opportunity for more students in the community to attend preschool, which in turn will increase their kindergarten readiness 	Academic Support Program	08/10/2016	12/15/2017	\$30000 - General Fund	Preschool teachers, Preschool aides

Strategy2:

Math Initiative - Our school will use Envision (a research-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 - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide IXL (research-based computer program) in the computer lab for struggling math students. This program will be available for home use. We will use IXL to progress monitor 	Technology	08/10/2016	12/15/2017	\$12000 - Other	Computer Lab Instructors, Classroom teachers

Activity - (NR) Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will schedule a support block daily, to provide assistance to struggling students 	Direct Instruction	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, computer Lab teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word, Math Interventionist

Activity - (NR) Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide math interventions for all students scoring below the 50th percentile in math of the Map's test. Two morning math labs will be utilized before school begins each day, using research-based programs. These will be staffed with certified teachers targeting student needs. A retired teacher will be hired to serve as a math tutor during the regular school day. A Research-based technological intervention will be used for interventions (IXL) IXL will be used to progress monitor 	Tutoring Direct Instruction	08/10/2016	12/15/2017	\$35400 - Title I Schoolwide	Computer Lab Instructors, Retired Teacher (Math interventionist), Morning Math Lab Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word

Comprehensive School Improvement Plan

Manchester Elementary School

Strategy3:

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

Category: Integrated Methods for Learning

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

Activity - (NR) Reading Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> MES will provide intensive reading intervention for At-Risk students through the following programs: Reading Mastery, CIMs, Reading Recovery, Promise Neighborhood interventionist, 21st Century-Save the Children In-School and After School. Students falling below the 20th percentile on the reading MAP's 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 a retired teacher in place We will progress monitor all students in reading intervention 	Direct Instruction	08/10/2016	12/15/2017	\$178000 - Other	Reading Mastery Instructors, Reading Recovery Instructors, Principal-Dwight Harris, Instructional Coach-Margaret Word, Academic Specialist, Safe the Children Coordinator, CHANGE Coordinators

Activity - (NR) Imagine-It Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> Teachers will continue to use the Imagine-It (Researched Based Reading Program) as their core reading program. It will include a two hour reading block which 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	08/10/2016	12/15/2017	\$10000 - District Funding	K-5 Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> All teachers and Para-educators teaching reading in grades 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 interventionist will receive training in Reading Mastery and Reading Recovery Booster sessions for teachers and Para-educators will be made available during PLC's Modeling for teachers and Para-educators during classroom instruction will be provided by the Instructional Coach Coaching and debriefing with teachers and Para-educators by the Principal and Instructional Coach will occur after observations 	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	All P-5 Classroom teachers, Para-educators teaching reading workshops, Reading Recovery Instructors, Reading Mastery Instructors, and Instruction Coach, Principal

Strategy4:

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

Comprehensive School Improvement Plan

Manchester Elementary School

Category: Learning Systems

Research Cited: Adopted Kentucky Core Standards

Activity - (NR) Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">Analyze data to identify gapsMake necessary adjustments to instructionInsure that teachers implement the curriculum using best practices for instruction and assessment	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal-Dwight Harris, Instructional Coach-Margaret Word, P-6 Classroom Teachers, SBDM Council, Interventionist

Activity - Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">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	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Principal-Dwight Harris, Instructional Coach-Margaret Word

Strategy5:

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

Category: Management Systems

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">The Principal will address scheduling issues to guarantee that enough instructional time and planning time is available to meet the instructional and academic needs of the students.Principal arranges schedules so that grade level teachers will have common planning time for at least 30 minutes each day of the week.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal-Dwight Harris

Strategy6:

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. We will utilize CBM, Lesson Assessments, Mastery Test, IXL, etc. for progress monitoring of reading and math. We will utilize PBIS and SWIS to address the discipline issues.

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 used of 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 interventions.

Comprehensive School Improvement Plan

Manchester Elementary School

Activity - (NR) School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> 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 Progress Monitor Reading Mastery, Reading Recovery, CIMs, IXL, and tutoring data points Make appropriate changes in students placement based on accumulated data 	Academic Support Program	08/10/2016	12/15/2017	\$3600 - General Fund	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:
2016-2017 Increase the average combined reading and math proficiency rating 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 rating for all students in the non-duplicated gap group to 70% by 05/31/2017 as measured by K-PREP.

Strategy1:
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 - (NR) Test Data/Analyze Student Achievement by gap groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (K-PREP), 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	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Computer Lab Instructors, Special Education Teachers, School Psychologist

Comprehensive School Improvement Plan

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Activity - (NR) Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will monitor the progress of struggling students in the areas of math and reading. Instruction will be adjusted based on data analysis	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal Dwight Harris, Curriculum Coach, Classroom Teachers, Intervention Teachers, Computer Lab Teachers, Special Education Teachers

Activity - (NR) Staff Assignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
*Determine the assignment of staff, based on their strengths, to grade placement and curriculum placement to best serve the identified needs of the students. *Systematically assign students to teachers based on student needs and teacher strengths *Placing neediest students with the strongest teachers	Policy and Process	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal, Dwight Harris

Strategy2:

Collaboration - Special Education teachers will collaborate with classroom teachers to ensure that our special education students are receiving the resources they need to close the gap between them and their peers.

Category: Integrated Methods for Learning

Research Cited:

Activity - (NR) Teacher Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will co-teach and collaborate with regular education teachers to ensure special education students are being taught the same material as their peers.	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Special Education teachers, Principal - Dwight Harris, Instructional Coach

Strategy3:

Parent Involvement - Involve parents in the child's education

Category: Stakeholder Engagement

Research Cited:

Activity - Daily Attendance Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers are required to call parents when students are absent to determine the cause of their absence. Their goal is to increase parent awareness of the correlation between academic achievement and attendance.	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers

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Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Notify parents when their child is placed in RTI Teachers communicate to the parents about student progress in the classroom Interventionist communicate to the parents about student progress in interventions	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Principal - Dwight Harris, Classroom teachers, Instructional Coach, RTI Team

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

2016-2017 To identify specific strategies to increase the percentage of distinguished programs in the Arts and Humanities, PL/CS, Writing, and World Language

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 components of Program Review by 05/31/2017 as measured by the Program Review Rubric.

Strategy1:

PLC Meetings - PL/CS, Writing, Arts and Humanities, K-3, and World Language will be discussed during PLC's. Head teachers in each component will be assigned PLC's 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: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	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.	Professional Learning	08/10/2016	12/15/2017	\$0 - No Funding Required	Head teachers in the areas of K-3, Arts and Humanities, PL/CS, Writing, and World Language and Principal Dwight Harris

Strategy2:

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Program Review - Use the Program Review Rubric to develop distinguished programs in the areas of Arts and Humanities, PL/CS, Writing, K-3 and World Language components

Category: Stakeholder Engagement

Research Cited:

Activity - Community Partners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Work with Family Resource Center to bring in outside educational resources to incorporate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum • Partner with Promise Neighborhood to bring in outside artist, such as art, music, and dance instructors, to incorporate art, music, and drama into the curriculum • Work closely with community partners such as Save the Children, to incorporate outside resources for career studies such as the banks, library, courthouse, factories, community services, etc. into the curriculum. Work with First National Bank to bring in the Vault Program on Consumerism. 	Extra Curricular	08/10/2016	12/15/2017	\$20000 - Other	Family Resource Director Academic Specialist, Classroom teachers

Activity - Integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Work to integrate Arts and Humanities, PL/CS, Writing, K-3 and World Language into the everyday instruction by training staff in the Program Review document during PLC's • Work with the KY Arts Council, Save the Children, and Promise Neighborhood to bring in grants for artists and teacher training • 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. 	Academic Support Program	08/10/2016	12/15/2017	\$0 - No Funding Required	Librarian, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Component Leader, Family Resource Director

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none"> • Staff will implement the Positive Behavior Intervention and Support System that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. It teaches the students social skills such as how to get along and work in cooperative groups for a unified discussion. It also address economics which is part of PL/CS. This year we have also added SWIS to collect data to use for improvements in behavior. 	Behavioral Support Program	08/10/2016	12/15/2017	\$400 - General Fund	PBIS Team, Classroom teachers, Principal Dwight Harris, Instructional Coach Margaret Word, Entire Staff at Manchester Elementary

Strategy3:

Parent Involvement - Involve parents in their child's education

Category: Stakeholder Engagement

Research Cited:

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Activity - Parent/Teacher Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">• Notify parent of student being placed in RTI• Communicate to the parents about student progress in classroom• Notify parents of student progress in interventions	Parent Involvement	08/10/2016	12/15/2017	\$0 - No Funding Required	Classroom teachers, Instructional Coach, RTI team, Principal Dwight Harris

Strategy4:

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.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Exploration and Assessment	Activity Type	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	08/10/2016	12/15/2017	\$0 - No Funding Required	6th grade classroom teachers, computer lab instructor, Principal Dwight Harris

Activity - Goals and Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ul style="list-style-type: none">• 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	08/10/2016	12/15/2017	\$0 - No Funding Required	6th grade classroom teachers, computer lab instructors, Principal Dwight Harris, Manchester staff

Activity - Advisement Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete an Annual ILP Review and Annual Student Survey	Career Preparation/Orientation	08/10/2016	12/15/2017	\$0 - No Funding Required	6th grade classroom teachers, computer lab instructor, Principal Dwight Harris

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 459 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 94.1% White, 2.6% African American, 1.5% Hispanic and .66% other; 75% of our students receive free and reduced lunch; 6.5% of our students are gifted and talented, and 23.1% of our student population has 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.

There have been demographic changes of our students, staff, and community over the past three years. We have a more diverse population of students, due to the fact that we are acquiring students from multiple backgrounds, like the Japanese speaking student we received this year. We have seen a decline in our ELA students, due to the decline in the economy. Our enrollment at Manchester Elementary has seen a decrease due to the fact that people are moving back to their old family home places to live with relatives. We also lost a whole preschool unit due to federal regulations on the Head Start Program.

Special challenges of the community over the last 3 years would include our population as a whole declining due to the social economic status in the area, loss of jobs, and loss of industry over the last three years. Another challenge faced in the community is the large population that receives government assistance.

Our staff, of 33 full time teachers, is highly qualified with an average of 10 years teaching experience. Fifty-six percent of our teachers have completed their Rank I Degrees. The average student to teacher ratio is 23:1, which attributes to the low number of students in most classrooms. We have incurred a sizeable staff turnover in the past five years. Seven out of 33 staff members, 21%, have less than 5 years teaching experience. No new teachers were hired and we only had one teacher move to a different grade within the building.

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 2015-2016 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 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 seven 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 cam in grades 3-6, 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. We have purchased three researched based computer programs, IXL, Brain Pop, and Brain Pop Jr. that target Math, Reading, Science, and Social Studies. We also utilize one free computer program, Study Ladder, that targets Math, English, Reading, Science, Technology, Art, Health, Citizenship, Language and Culture, Music, and Theme based learning. These programs can be utilized by the students at home as well as school to provide students with enrichment opportunities at home they may not otherwise have.

Unique features and challenges that our school faces would be the large transient population. We have several students move in to our
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school district each year. We have a large influx of students moving in and out around certain times during the month and certain times during the year.

One of our notable achievements would be the fact that our school is able to send a group of students to KYA every year. We have been instrumental in providing education in the arts through the use of community partners such as Promise Neighborhood and Save the Children. We have been able to provide very structured instruction in the areas of Math, Writing, and Art in the morning before school starts. We have implemented a researched based reading program with fidelity with proven results for the past 7 years.

Over the next three years, our focus areas for improvement will continue to be on improving and enabling students to be career and college ready. We are continually working with our students so when they get to the middle school level, they are able to take advanced classes.

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, their personal lives, and be College and Career Ready. We stress individuality as well as an understanding and acceptance of cultural diversity. Our goal is to create strong, creative individuals who are life-long learners and are able to successfully function in today's technological society. It is our mission as a school to set high expectations of all students, and have the programs in place to assure that our students have the assistance needed to meet or surpass these expectations.

We have several programs in place to assist students who are struggling in reading. Among those offered are the Elgin Reading Initiative in grades K-4, Reading Recovery for the lowest 10% of our first grade students, Reading Mastery 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. This year we have added three additional computer based programs, Study Ladder, Brain Pops and Brain Pops, Jr. that focus on both reading and math. Study Ladder, as mentioned earlier, focuses on many other topics. These programs not only offer instruction and practice based on the students individual needs, they also offer progress monitoring opportunities. The progress monitoring component helps us with our RTI process for Special Education referrals. Study Ladder not only offers assistance for our students needing intervention, it can also be used as enrichment for our students that are above level. We also use the program, IXL, to assist those students struggling in math and language.

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 two retired teachers serving as tutors during the regular school day for grades K-3 and 4-6. One retired teacher focuses on servicing our students that are below level in reading in grades K-3, and the other retired teacher works with our students that are below level in math in grades 4-6. We have a writing teacher working with the gifted and talented students in grades 4-6 before school starts. They produce a monthly news-letter, The Monthly Roar, providing students and parents with information of upcoming events, such as guest speakers, reading and writing activities students are involved in at Manchester, as well as 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 class 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 one fully functioning green house.

Parent involvement plays an important role in our school. We have an active PTO 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

- 2015-2016 KPREP Assessment showed that we were a Proficient school.
- Exceeding the state average in the following areas on the 2015 - 2016 KPREP Assessment:
 - This year where 67.6 percent of our students scored proficient or distinguished in Reading as compared to 56.0% in the state
 - This year, where 66.4 percent of our students scored proficient or distinguished in Math as compared to 51.7% in the state
 - This year, where 52.4 percent of our students scored proficient or distinguished in Writing as compared to 41percent in the state
- This year where 57.1 percent of our students scored proficient or distinguished in Social Studies as compared to 52.1 percent in the district
- Exceeding the district percentages in the areas of reading, writing, language mechanics, math, science, and social studies in 2012-2013, 2013-2014, 2014-2015, and all but Social Studies in the 2015-2016 school years.
- We were also the highest scoring school in the county in Achievement on the KPREP 2012-2013, 2013-2014, 2014-2015, and the 2015-2016 school years.
- 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 2011-2012, 2012-2103, 2014-2015, and 2015-2016 school years.
- This year only 13% of our students scored novice in Reading
- Only 5.7% of our total students tested scored novice in Math on the 2015-2016 K-PREP test.
- Zero percent of our 5th grade students scored novice in math on the 2015-2016 KPREP assessment.
- 59.8% of our GAP students scored proficient or distinguished in Reading as compared to 46.9% in the state
- 57.6% or our GAP students scored proficient or distinguished in Math as compared to 42.4% in the state
- 50% of our GAP students scored proficient or distinguished in Social Studies as compared to 47.9% in the state
- 46.6% of our GAP students scored proficient or distinguished in Writing as compared to 32.5% in the state
- 54.2% of our GAP students scored proficient or distinguished in Language Mechanics as compared to 42.8% in the state

Areas for Improvement

Our overall goal is to become a School of Distinction in 2016-2017. A gap analysis was conducted using the following data sources: KPREP scores, Program Review, MAP Assessment Data, STAR and Discovery Education Assessments, and Non-Cognitive Data such as: School Report Card, Attendance Rate, Retention Rates, The Missing Piece Diagnostic, Equitable Access Diagnostic, PBIS Team Implementation Checklist, Tell Survey, Parent Survey, Career Advising Diagnostic, Open House Sign-in sheet, Student Growth Goals, Observation Notes, Demographic information, etc., and problem areas were noted. After analyzing the above data, we identified the following areas of concern:

1. What are the opportunities for improvement?

PRIORITY NEEDS

- According to the 2015-2016 KPREP scores, only 3.6% of our students in 5th grade and 6.7% of our students in 6th grade scored Distinguished in Writing

- 2015-2016 KPREP scores show a noticeable gap between males/females scoring Proficient or Distinguished in Math, Writing, and
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Language Mechanics across grade levels

- According to the 2015-2016 KPREP, we found a large gap exist between our students with disabilities in all content areas as noted in charts.

*41% of our students with disabilities scored Novice in Language Mechanic.

*30% of our students with disabilities scored Novice in Reading

*37.8% of our students with disabilities scored Novice in Math

*23.5% of our students with disabilities scored Novice in Writing

*Only 32.5% of our students scored Proficient or Distinguished in Math.

*Only 21.1% of our students scored Proficient or Distinguished in Language Mechanics

*Only 35% of our students scored Proficient or Distinguished in Reading

*Only 23.5% of our students scored Proficient or Distinguished in Writing

- Program Review: Incorporating World Language in our curriculum is going to present a challenge

- We also looked at the Non-academic Indicators and discovered needs in the following areas:

*Excessive student absenteeism was a major concern for those students scoring below Proficient on the 2015-2016 KPREP assessment.

- 2015-2016 KPREP scores show we need to decrease the number of Apprentices in all subject areas and move them to Proficient and Distinguished.

- We need to work toward Novice Reduction

- 21% of our GAP students scored novice in Social Studies

- 2016-2017 Missing Piece Diagnostics showed weaknesses in the following areas: Parent feedback on the school's efforts to welcome and engage parents

Parent/Teacher Conferences

- The Student Growth Goals need to be addressed because how well teachers do in student growth goals and teacher growth goals will eventually be 10% of K-PREP scores. Excellence in the plan will ensure success, achieving student proficiency in all academic areas.

These goals need to correlate with the CSIP needs.

- 2016-2017 Career Advising Diagnostic shows that no structural advising program in in place in ILP's. (Must meet once a month with students to be considered proficient).

- 2016-2017 Parent Survey found there is a need for more communication of student progress in both classroom and interventions.

- Our Professional Effectiveness System data shows that 90% of our teachers are at the accomplished level overall, and the other 10% are at the developing level. No teachers are below the developing level.

- 61% of our students that took the KPREP test missed 10 or more days of school in 2015-2016. Of those students, 82% fall in the poverty level. Fifty-nine percent of those students scored novice or apprentice in one or more areas tested.

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 2016-2017 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 year's 2015-2016, test scores the gap between females and males in Reading and Social Studies has been closed. The gaps in Math, Language Mechanics, and Writing are still a concern. We found reason for concern with our students who have Disabilities and IEP's in the areas of math, reading, language mechanics, Social Studies and 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 KPREP. Our efforts last year in the area of Program Review paid off, because we received Proficient for the 2015-2016 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.