

EXECUTIVE SUMMARY
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
ESTILL SPRINGS ELEMENTARY SCHOOL
January 1, 2010

MISSION STATEMENT: EVERY STUDENT EXCELS WHEN STUDENTS MATTER MOST!

Belief Statements: At Estill Springs Elementary we believe:

- *Students and staff must give their best effort each day.
- *All students can excel.
- *It takes a TEAM effort—"All for One, One for All"
- *Every student should have the opportunity to experience success.
- *Our school must foster a safe and caring environment.
- *Positive attitudes must be promoted.
- *"Kids CAN do it!"

Process of Developing our Comprehensive School Improvement Plan:

All grade levels reviewed and analyzed the school's data, as well as specifically their grade level data. The CSIP was developed by our Curriculum Committee, which represented school personnel, parents, and specifically a teacher from each grade level team. Based on 2008-2009 CATS data, MAP data and academic concerns, the committee assessed specific needs. The Curriculum Committee met once a month, September 28, 2009, October 19, 2009 and November 2, 2009 to review district and school's data to develop this plan. After each meeting the committee submitted to the other committees in our school for discussion, feedback or revision of concerns and strategies. The Site Based Decision Making Council reviewed the data, as well as the plan and made recommendations on the plan. All active committees' recommendations were reviewed and shared. The Curriculum Committee compiled these into a draft and shared with staff and SBDM. Adjustments were made based on the needs of the students.

Our goal at Estill Springs Elementary School is to improve student achievement gaps on the CATS assessment. We plan to increase reading and math in each grade level by 7% according to the NWEA/MAP Assessment.

Successful achievement of these goals should result in measurable improvement on the targeted areas of the CATS assessment. Grade level teams met to discuss specific student needs and to identify goals, strategies and activities to be utilized. All committees followed specific guidelines as directed by each component committee to ensure internal review and adjustments of the set goals. Implementation and Impact Checks will be completed monthly for each component and submitted to the SBDM for review.

A draft of the plan was made available for public viewing and presented to the SBDM Council on December 16, 2009. Estill Springs SBDM Council will officially adopt the plan in January 2010. Each faculty member will be provided with a copy of the CSIP. The parents and community stakeholders will be informed of the plan and the progress toward meeting our goals through monthly letters from the principal, quarterly newsletters, and school/district websites. A copy of the CSIP will be placed in the school's office along with the School's Report Card.

Stakeholders will always have input in the process through the SBDM. The SBDM council includes regular CSIP reviews as part of the agenda. Grade level teams, PLC's and committees will document progress on the activities and specific data and report their progress to the SBDM council.

Members/Representative Who Served on Curriculum and other Committees: Bold Is Chair

Curriculum/CSIP

Trish Cox
Melissa Kelley
Susan Adkins
Kim Fallen
Rebecca Snowden
Valerie Kirby
Jodi Sims
Kim Dunn
Traci Arthur
Margaret Wood
Andrea Williams

Professional Development

Lorene Clark
Peggy Cox
Norene Lahrmer
Barbara Brandenburg
Leah Eades
Dezna Napier
Zelicia Hughes
Marilyn Rogers
Jan Koenig
Sheila Blackwell
Rena Wainscott
Kim Malicote

Learning Environment

Krissy Muncie
Andrea Maybriar
Stephanie Arthur
Brittany Wynn
Julie Raider
Melissa Gross
Susie Napier
Amanda Owens
Missy Burkhart
Jessica Mullins
Pauline Muncie
Vickie Horn
Christy Arnold

Leadership Team

Jessica Mullins
Cindy Callahan
Kim Dunn
Patsy Puckett
Dezna Napier
Amy Hall
Kathy Bradley
Sheila Blackwell
JJ Leonard
Toni-Garrett Hall

SWAT

Jessica Mullins
Krissy Mullins
Jan Koenig
Jodi Sims
Sheila Blackwell
Rena Wainscott
Kim Dunn
Cindy Callahan
Peggy Cox
Stacey Kindred
JJ Leonard

KyCId

Deana Caldwell
Rebecca Click
Rena Wainscott
Jessica Mullins
Kathy Bradley
Amy Hall
Susie Napier
Patsy Puckett
Kathy Kendrick
JJ Leonard
Leah Eades

Missy Burkhart
Jennifer Hall
Amanda Owens
Valerie Kirby

Jimmy Winkler

Rtl

Kim Dunn
Cindy Callahan
Jenny Woolery
Stacy Kindred
Stephanie Arthur
Brittany Wynn
Jessica Mullins
Amanda Owens
Jennifer Hall

PLC

Zelicia Hughes
Melissa Gross
Toni-Garrett Hall
Leah Eades
Amy Hall
Jessica Mullins

Administration

Lorretta Cruse
Jessica Mullins
Rena Wainscott
Rebecca Click
Kathy Bradley

SBDM Council

Lorretta Cruse
Dezna Napier
Amanda Owens
Julie Raider
Elizabeth Griggs
Regina McCoy
Pauline Muncie-Secretary

Estill Springs Elementary School Plan for Improvement 2010

Goal 1: Every child will be reading on grade level by 2014 as determined by the Measure of Academic Progress (MAP) Test.

Objectives: By May of 2010, there will be a 7% increase in students reading on grade level at every grade level according to the Measure of Academic Progress (MAP) Test. There will also be a decrease the number of students not showing expected growth in reading to 10% at every grade level according to the Measure of Academic Progress (MAP) Test.

In our 2010 KCCT, there will be a 6 point increase in our Reading Index. Our overall school index in reading will be 100. Each grade level will score at least 100.

Baseline Proficiency:

Our current fall 2009 MAP Scores indicate that the following percentages are performing on grade level in reading:

		<u>2009-2010 TARGET GOALS</u>
1 st Grade:	<u>61%</u> on grade level	1 st Grade <u>68%</u>
2 nd Grade:	<u>40%</u> on grade level	2 nd Grade <u>50%</u>
3 rd Grade:	<u>58%</u> on grade level	3 rd Grade <u>65%</u>
4 th Grade:	<u>62%</u> on grade level	4 th Grade <u>68%</u>
5 th Grade:	<u>67%</u> on grade level	5 th Grade <u>74%</u>

Our current spring 2008 KCCT scores indicate the following are performing on grade level in reading:

		<u>2009-2010 Target Goals</u>
3 rd Grade:	<u>78%</u> on grade level	Academic Index: <u>95.73</u> <u>101</u>
4 th Grade:	<u>77%</u> on grade level	Academic Index: <u>100.5</u> <u>106</u>
5 th Grade:	<u>51%</u> on grade level	Academic Index: <u>81.42</u> <u>95</u>
Overall:	<u>69%</u> on grade level	Academic Index: <u>93.15</u> <u>100</u>

Activity Implementation Rubric

I+	Clear evidence exists that the activity is completely implemented and the impact of the activity has been fully measured and documented.
I	Evidence exists that the activity has been implemented, but the activity's impact has not been fully measured or documented.
I-	Some evidence exists that the activity has been implemented, but the activity's impact has not been measured or documented.
IP	Limited evidence exists that the activity is partially implemented, and its impact has been neither measured nor documented.
0	No evidence exists that the activity has been implemented, and that the impact of the activity been measured or documented.
Blank	Not Implemented

<p>5. First – third grade students will take a Diagnostic reading test, T-Pro, twice a year. 1 - 5 students will take the MAP reading assessment three times a year. (Title I addressed: 1, 2, 9)</p>	<p>Principal, Assistant Principal / Curriculum Coach, Classroom Teachers, Literacy Leaders</p>	<p>Assessment data, ILP MAP January Benchmarks: 1st Grade: % 2nd Grade: % 3rd Grade: % 4th Grade: % 5th Grade: %</p>	<p>N/A MAP May 2009 Goals: 1st: % 2nd: % 3rd: % 4th: % 5th: %</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>6. Based on T-Pro data, the lowest 20% of first grade students will receive one on one reading instruction on a daily basis through the Reading Recovery teacher. (Title I addressed: 1, 2, 8, 9, 10)</p>	<p>Literacy Leaders</p>	<p>Progress Reports, Running Records, lesson plans, student work</p>	<p>Read to Achieve Grant</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>7. Students qualifying in first - third grades will receive small group reading intervention instruction using research based programs, i.e. the Sidewalks program based on T-Pro data, teacher referrals, and MAP data. (Title I addressed: 1, 2, 8, 9, 10)</p>	<p>Literacy Leaders, Classroom Teachers</p>	<p>Lesson Plans, Progress Reports, Student Work</p>	<p>Read to Achieve Grant</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>8. Parents and family will have the opportunity to participate in Family Learning Nights to learn strategies for the five essential components of reading. (Title I addressed: 6, 10)</p>	<p>FRC Coordinator, Literacy Leaders</p>	<p>Attendance Log, Agendas</p>	<p>FRC Funds</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>9. Students will receive a book three times a year through the Reading Is Fundamental (RIF) program to create a home library. (Title I addressed: 6, 10)</p>	<p>District coordinator, Family Resource Coordinator</p>	<p>Log entry</p>	<p>Grant Funds</p>	<p>Jan. 2010- Dec. 2010</p>														

<p>10. Literacy articles will be included in quarterly newsletters sent home to parents for all students and family to share. (Title I addressed: 6, 10)</p>	<p>Curriculum Coach, Literacy Leaders, Family Resource Coordinator, District Coordinator</p>	<p>Log entry, Newsletters</p>	<p>FRC Funds</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>11. All certified teachers (1 - 5) will participate in writing portfolio updates and 6-1 writing traits. (Title I addressed: 1, 2, 3, 4, 5)</p>	<p>Principal, Curriculum Coach, Cluster Leader</p>	<p>Log entry, Agenda</p>	<p>Professional Development,</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>12. All certified teachers will be trained and implement the 6 + 1 Writing Series as part of our literacy program and updated writing plan. (Title I addressed: 1, 2, 8)</p>	<p>Classroom teachers, District Curriculum Coach, Writing Cluster leader</p>	<p>Primary portfolios, ILP, observations, walk through observations, lesson plans</p>	<p>Section 6 Funds, Professional Development Funds</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>13. Teachers will establish and implement a consistent Open Response and On-Demand formats to be used throughout the school. District professional development on these topics is available to new and interested teachers. (Title I addressed: 1, 2, 4, 5)</p>	<p>Principal, Curriculum Coach, teachers, Writing Cluster leader</p>	<p>Walk through observations, Lesson plans, Team meeting minutes, Faculty meeting minutes</p> <p>Benchmarks: Team Ideas: Rough Draft: Final Draft:</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>14. Students in grades 3 - 5 will participate in reading core content, KCCT format, Continuous Instructional Assessment (CIA) once a month. Data will be analyzed</p>	<p>Principal, Curriculum Coach, Classroom teachers</p>	<p>Monthly Data Collection Sheets</p>	<p>PTO Funds, Student Activity Funds</p>	<p>Jan. 2010- Dec. 2010</p>												

<p>monthly using the CATS calculator and students will be recognized school wide for their progress and proficient and distinguished work. (Title I addressed: 1, 2, 3, 9, 10)</p>																
<p>15. All students will complete a writing task at least once a month to "distinguished". Students will have new distinguished work displayed each 4 weeks. Students will have opportunities to work individually and in small groups, to observe models, to improve models and to complete their own open response questions and/or on demand pieces. (Title I addressed: 1, 2)</p>	<p>Classroom teachers, District Curriculum Coach, Principal, Curriculum Coach</p>	<p>Observations, lesson plans, walk through observations, team minutes. CIA data analysis.</p>	<p>Time</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>16. Teachers will develop and implement learning center rubrics as needed for teachers and administrators to use. (Title I addressed: 1, 2, 4, 8, 9)</p>	<p>Curriculum Coach, Principal, Teachers</p>	<p>Observations, Lesson Plans and Walkthroughs</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>17. Teachers will meet once each week in grade level teams for (PLC) meetings to address on-demand, open response questions or writing samples of a specific unit of study. (The PLC may be either reading and/or math). Teachers will bring the unit of study, tests, and lessons to reach goal, writing prompt(s), the rubric samples of student work and student writing examples of novice, apprentice, proficient and distinguished work. This data</p>	<p>Principal, Curriculum Coach, Grade Level Leaders</p>	<p>Monthly Tuning Protocol Minutes with work samples and teacher responses</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												

<p>will be used to plan instruction, student interventions and future school planning. (Title I addressed: 2, 4, 5, 8, 9)</p>																		
<p>18. At least two times a year teachers will conduct peer observations to observe a particular instructional focus school wide and collect and share data. The data will be used to plan instruction, develop student interventions and future school planning. (Title I addressed: 2, 4, 5, 8, 9)</p>	<p>Principal, Curriculum Coach, Grade Level Leaders</p>	<p>Observations sheets, Data analysis, team and faculty meeting minutes</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>19. Grade levels will determine vocabulary to create monthly cafeteria word walls based on student needs. Teachers may chose vocabulary from any one or several subjects i.e. math, reading, social studies, science. (Title I addressed: 1, 2)</p>	<p>Grade level team</p>	<p>Team Minutes</p>	<p>Section 6 (Supplies)</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>20. Utilizing a variety of data sources, each grade level will restructure throughout the year to meet individual student learning needs. (i.e., A transition class will be created in first grade to address at-risk first graders who need additional assistance in order to be promoted to first grade). (Title I addressed: 1, 2, 5, 7, 8, 9)</p>	<p>Curriculum Coach, Grade Level Leaders</p>	<p>Team Minutes, Student Data Analysis</p>	<p>Title I</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>21. Utilizing the MAP reading data students will be grouped according to RIT scores for additional assistance in order</p>	<p>Principal, Curriculum Coach, Teachers</p>	<p>Team Minutes, Schedule and MAP data.</p>	<p>Title I, Student Activity Funds, Textbook</p>	<p>Jan. 2010- Dec. 2010</p>														

<p>to meet individual needs. This time will be referred to as Success time and will be 30 minutes per day. Of the 4 nine weeks, 2 of the nine weeks will focus on reading and the other two will focus on math.</p>			Funds	Jan. 2010- Dec. 2010														
<p>22. First, second and kindergarten teachers will meet, set criteria for incoming students and curricula for a potential First grade transitional class for incoming first grade students who may need additional assistance in order to reach their academic goals. (Title I addressed: 1, 2, 5, 7, 8, 9)</p>	Principal, Curriculum Coach, K-2 grade Teachers,	Sign-In log, Minutes of Meeting,	Student Activity Funds	Jan. 2010- Dec. 2010														
<p>23. <u>News to You</u> computer program will be utilized for special needs students to address literacy needs. (Title I addressed: 2)</p>	T. Mills, K. Horn	Lesson Plans, Walkthroughs and Observations	PTO Funds	Jan. 2010- Dec. 2010														
<p>24. Teachers in grades 3, 4, and 5 will maintain Data Boards/electronic data base (RIT Bands) to track progress of their proficient and at-risk students. The boards will help teachers monitor the effectiveness of students' interventions. These boards will be used regularly at Staff Meetings and Team Meetings for planning. (Title I addressed: 1, 2, 3, 4, 5, 7, 8, 9, 10)</p>	Principal, Curriculum Coach, 3- 4 grade Teachers	Cross-Grade Level Minutes, Team Minutes	Section 6	Jan. 2010- Dec. 2010														
<p>25. Students will participate in at least weekly flashbacks for spiral review of reading core content. (Title I addressed: 1, 2, 9)</p>	Reading Teachers	Lesson Plans, Walk Through Observations	Section 6 Funds	Jan. 2010- Dec. 2010														

<p>26. Teachers will provide differentiated instruction using collaboration, tiered instruction, as well as Technology programs Study Island, Education City, Accelerated Reader, and learning styles. (Title I addressed: 1, 2, 9)</p>	<p>District Curriculum Coach, Principal, Curriculum Coach, Classroom Teachers</p>	<p>Data boards (RIT), team minutes, faculty meeting minutes, professional development minutes</p>	<p>Title I, Section 6</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>27. All grade level teams and the Enrichment team will meet weekly with an administrator or curriculum coach. Teams will meet weekly and follow a PLC meeting format in which a log will be kept by the team leader. (Title I addressed: 1, 2, 3, 4, 5, 8, 9)</p>	<p>Principal, Curriculum Coach, Grade level teachers,</p>	<p>Team meeting minutes, lesson plans, walk through observations, grade book</p>	<p>Title I</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>28. Estill Springs Elementary will work to create vertical alignment with South Irvine Pre-K Center and Estill County Middle School by facilitating meetings between kindergarten and first grade teachers and fifth and sixth grade teachers. These meetings will address student needs, curriculum alignment, placement and transitional curriculum planning. In the future this could expand to quarterly meetings. (Title I addressed: 7)</p>	<p>Principal, Curriculum Coach, District Curriculum Coach, Counselors, First and fifth grade team leaders</p>	<p>Team meeting minutes, walk through observations, lesson plans, computer log – in data</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>29. Students are assessed in Reading using Aimsweb three times a year. Intervention groups are developed to target the lowest 10%.</p>	<p>Principal, Curriculum Coach, RtI Team, Intervention Teachers</p>	<p>Weekly team meeting minutes Documentation, Schedules, Aimsweb Reports</p>	<p>Title I</p>	<p>Jan. 2010- Dec. 2010</p>												

<p>30. All certified teachers will have the opportunity to gain knowledge and learn various strategies which will increase higher order thinking by attending Staff Development once a month on Rigor/Relevance.</p>	<p>Principal, Curriculum Coach</p>	<p>Sign-In Logs</p>	<p>Section 6 (Presenting supplies)</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>31. All homeroom teacher s will include a Gold Star Lesson Plan within their instruction at least once a week.</p>	<p>Principal, Curriculum Coach, Classroom Teachers</p>	<p>Lesson Plans, Walkthroughs and Evaluations</p>	<p>Section 6 (Supplies for Paper/Note- books)</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>32. All certified staff will have the opportunity to attend training for Smartboard/Technology sessions to enhance student instruction.</p>	<p>Principal, Curriculum Coach</p>	<p>Sign-In Sheets, Lesson Plans</p>	<p>Professional Development</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>33. Student with Special Needs will have the opportunity to utilize the program Read, Write and Gold to improve student achievement.</p>	<p>Principal, Curriculum, Special Ed. Teacher, and General Ed. Teacher</p>	<p>Lesson Plans, Walkthroughs and observations</p>	<p>Title I, Special Ed. Funds</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>34. To ensure our students are receiving instruction from highly qualified staff, all teachers will be certified in the field in which they teach.</p>	<p>Principal, SBDM Council</p>	<p>Screening of Applications</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												
<p>35. To ensure our students are receiving assistance and instruction from highly qualified staff, instructional assistants are high school graduates and meet the current requirements for</p>	<p>Principal, SBDM</p>	<p>Screening of Applications</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>												

<p>paraeducators, as well as participating in school-wide mandated trainings and other area specific in-services that are related to their assignments.</p>																
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MATH COMPONENT										
1. Common grade level specific vocabulary for subject areas from the Kentucky Core Content and Program of Studies will be used and displayed on the classroom word wall. (Title I addressed: 3, 4, 5, 8, 10)	Classroom teachers, Curriculum Coach, Principal	Observations, Walk through observations, lesson plans	Time	Jan. 2010- Dec. 2010						
2. All students will be given the math MAP diagnostic assessment three times a year (fall, winter, spring) to plan instruction, enrichment and remediation. (Title I addressed: 1, 2, 9)	Principal, Computer teachers	Assessment data, LLP January MAP Benchmarks: 1 st Grade: % 2 nd Grade: % 3 rd Grade: % 4 th Grade: % 5 th Grade: %	N/A May MAP Goals: 1 st : % 2 nd : % 3 rd : % 4 th : % 5 th : %	Jan. 2010- Dec. 2010						
3. The lowest 20% of students in intermediate grades not already receiving special services, based on MAP data in math, and primary students in the lowest 10% based on Aimsweb in math will participate in one on one and/or small group math instruction on a daily basis with a member of the math intervention team. (Title I addressed: 1, 2, 3, 4, 5, 8, 9, 10)	Principal, SBDM Council, Math Intervention Team	SBDM Minutes, Assessment data, Lesson plans, Observations	Title I Funds	Jan. 2010- Dec. 2010						
4. All students will have problem solving, writing about mathematics, manipulatives, math games and hands-on activities weekly, using Math Investigations and other resources. (Title I addressed: 1, 2, 4, 10)	Classroom teachers, Principal, Curriculum Coach, Math Intervention Team	Lesson plans, walk through, observations, Best Practice checklists	AMSP Grant	Jan. 2010- Dec. 2010						

5. All students will participate in a minimum of 60 minutes of math instruction daily not including Success time. (Title I addressed: 1, 2, 3, 10)	Principal, Curriculum Coach, Grade Level Math Teachers	Grade Level Master Schedules, Lesson Plans, Walk through Observations	FRC Funds	Jan. 2010- Dec. 2010											
6. FRC, Curriculum Coach and Counselor will collaboratively plan/coordinate parent involvement activities including but not limited to Family Math Nights at least twice yearly. (Title I addressed: 1, 2, 6, 10)	Family Resource Coordinator	Data Collection Sheets, ILP	N/A	Jan. 2010- Dec. 2010											
7. All students in grades 3 – 5 will participate in math core content KCCT format Continuous Instructional Assessment (CIA) once a month. Data will be analyzed monthly using the CATS calculator and students will be recognized school wide for their progress and proficient and distinguished work. (Title I addressed: 1, 2, 3, 9, 10)	Classroom teachers, Curriculum Coach, Classroom teachers	Observations, walk through observations, lesson plans, student objective sheet, CATS Calculator Reports	N/A	Jan. 2010- Dec. 2010											
8. Teachers will develop and implement learning center rubrics as needed for math centers for teacher and administrator use. (Title I addressed: 1, 2, 4, 5, 7, 8, 9)	Principal, Curriculum Coach, Teachers	Lesson plans, lesson plan rubrics, walk through observations Benchmarks: Team Ideas: Rough Draft: Final Draft:	N/A	Jan. 2010- Dec. 2010											
9. All students will review basic facts each week in a Mad Math Minute drill. Students will be	Curriculum Coach), Grade Level	Lesson plans, Team minutes, student work	Student Activity Funds	Jan. 2010-											

<p>in first grade to address at risk first graders who need additional assistance in order to be promoted to second grade). (Title I addressed: 1, 2, 5, 7, 8, 9)</p>	<p>Team</p>																		
<p>14. Math teachers will establish and utilize a consistent Open Response Question format to be used throughout all grade levels. (Title I addressed: 1,2, 4,5)</p>	<p>Principal, Curriculum Coach, Teachers</p>	<p>Team Minutes, Student Data Analysis</p>	<p>Title I, Student Activity Funds, Textbook Funds</p>	<p>Jan. 2010- Dec. 2010</p>															
<p>15. All students will complete at least one math open response question to "distinguished" each month. Students will have opportunities to work in small groups and individually to observe models and improve models and complete their own pieces. Students will display new distinguished pieces each 4 weeks. (Title I (Title I addressed: 1,2, 9)</p>	<p>Principal, Curriculum Coach, All Mathematics Teachers</p>	<p>Team Minutes, Faculty Minutes, Lesson Plans, Student Work Samples</p> <p>Benchmarks: Team Ideas: Rough Draft: Final Draft:</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>															
<p>16. Teachers will meet once each week in grade level teams for (PLC) meetings to address on-demand, open response questions or writing samples of a specific unit of study. (The PLC may be either reading or math based). Teachers will bring the unit of study, tests, lessons to reach goal, prompt/s, the rubric, samples of student work and student writing examples of novice, apprentice, proficient and distinguished work. This data will be used to plan instruction, student interventions and future school</p>	<p>Principal, Curriculum Coach, All Teachers</p>	<p>Lesson Plans, Student Work Samples, Walk Through Observations</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>															

<p>planning. (Title I addressed: 2, 4, 5, 8, 9)</p>																		
<p>17. Grade levels will determine vocabulary to create monthly cafeteria word walls based on student needs. Teachers may chose vocabulary from any one or several subjects i.e. math, reading, social studies, science. (Title I addressed: 1, 2)</p>	<p>Grade Level Teachers, Principal Designee</p>	<p>Tuning Protocol Minutes, Student Work Samples, Teacher Input</p>	<p>N/A</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>18. Utilizing the MAP math data students will be grouped according to RIT scores for additional assistance in order to meet individual needs. This time will be referred to as Success time and will be 30 minutes per day. Of the 4 nine weeks 2 of the nine weeks will focus on reading and the other two will focus on math.</p>	<p>Principal, Curriculum Coach, Classroom teachers, Math Intervention Team</p>	<p>Daily Schedule, Data Notebooks</p>	<p>Section 6 (Supplies)</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>19. Students are assessed in Math using Aimsweb three times a year. Intervention groups are formed to target lowest 10% according to the data received.</p>	<p>Principal, Curriculum Coach, Rtl Team, Intervention Teachers</p>	<p>Documentation, Schedules, Aimsweb Reports</p>	<p>Title I</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>20. All certified teachers will have the opportunity to gain knowledge and learn various strategies which will increase higher order thinking by attending Staff Development once a month on Rigor/Relevance.</p>	<p>Principal, Curriculum Coach</p>	<p>Sign-In Log</p>	<p>Section 6</p>	<p>Jan. 2010- Dec. 2010</p>														
<p>21. All homeroom teachers will include one Gold Star Lesson Plan within their instruction.</p>	<p>Principal,</p>	<p>Walkthroughs,</p>	<p>Section 6</p>	<p>Jan. 2010-</p>														

22. Students who are achieving in the lowest 25% will receive small group instruction by an Intervention teacher or a specified staff member in Math.	Curriculum Coach Principal, Curriculum Coach, and Intervention Teacher	Lesson Plans and Evaluations Schedules, Walkthroughs, and Lesson Plans	Title I ESS	Dec. 2010 Jan. 2010- Dec. 2010												
23. All certified staff will have the opportunity to attend Smartboard/Technology training sessions to enhance and improve student instruction.	Principal, Curriculum Coach, Teacher	Sign-In Log, Lesson Plans	Professional Development	Jan. 2010- Dec. 2010												
24. Special needs students will have the opportunity to utilize the program Read, Write and Gold to improve student achievement.	Principal, Curriculum Coach, Teachers	Walkthroughs, Lesson Plans, Observations	Title I, Special Ed.	Jan. 2010- Dec. 2010												
25. To ensure students are receiving instruction from highly qualified staff, all teachers are certified in the field in which they teach.	Principal, SBDM Council	Screening of Applications	N/A	Jan. 2010- Dec. 2010												
26. To ensure students are receiving assistance and instruction from highly qualified staff, all instructional assistants are high school graduates and meet the current requirements for paraeducators, as well as participating in school-wide mandated in-services and other area specific in-services that are related to their assignment.	Principal, SBDM Council	Screening of Applications	N/A	Jan. 2010- Dec. 2010												

Estill Springs Elementary School Plan for Improvement, 2009 – 2010

Goal 3: By May 2010, a positive, proactive, and instructional strategies program will be implemented so students will become self disciplined, responsible and productive members of the school community.

Objectives: Design a school-wide Positive Behavioral Intervention and Support system which will promote a healthy school climate and effective school leadership to enhance our school's ability to achieve proficiency by 2014. Decrease school related office referrals in 2009-2010 by at least 10%.

Activity Implementation Rubric

I+	Clear evidence exists that the activity is completely implemented and the impact of the activity has been fully measured and documented.
I	Evidence exists that the activity has been implemented, but the activity's impact has not been fully measured or documented.
I-	Some evidence exists that the activity has been implemented, but the activity's impact has not been measured or documented.
IP	Limited evidence exists that the activity is partially implemented, and its impact has been neither measured nor documented.
0	No evidence exists that the activity has been implemented, and that the impact of the activity been measured or documented.
Blank	Not Implemented

strengths and weaknesses. instructional strategies that most benefited their child.	Curriculum Coach															
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