

**2015-2016 Conkwright
Comprehensive School Improvement
Plan**

**William G. Conkwright Elementary
Clark County Public Schools**

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Overview

Plan Name

2015-2016 Conkwright Comprehensive School Improvement Plan

Plan Description

Conkwrights Goals, Objectives, Strategies and Activities for the 2015-16 school to guide the school to meet 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	All students at Conkwright Elementary School will be assessed for Kindergarten Readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	By 2020, the combined reading and math percentage of students scoring proficient and distinguished will increase from 50% on the 2014-2015 KPREP to 75% on the 2019-2020 KPREP.	Objectives: 2 Strategies: 6 Activities: 15	Organizational	\$93000
3	By 2020, we will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.2% in 2014-15 to 70.6%.	Objectives: 1 Strategies: 6 Activities: 17	Organizational	\$149500
4	By 2020, we will address how the teaching and learning conditions will be positive and foster success for teachers and students in a systematic process.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$1000
5	By 2020, all students will have equitable access to teachers who are highly effective as demonstrated by classroom observations, student growth goals and professional growth plans.	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$4000
6	By 2020, the effectiveness of the school wide program review will increase our total school accountability score.	Objectives: 1 Strategies: 4 Activities: 17	Organizational	\$114500
7	By 2020, Conkwright Elementary School will reduce their percentage of students scoring in the Novice category by 50%.	Objectives: 2 Strategies: 4 Activities: 11	Organizational	\$0

Goal 1: All students at Conkwright Elementary School will be assessed for Kindergarten Readiness.

Measurable Objective 1:

collaborate to assess all students with the Brigance assessment for Kindergarten Readiness. by 10/02/2015 as measured by having 100% of students assessed. .

Strategy 1:

Lead Teacher Monitoring - The Lead Teacher for the Kindergarten team will assure all Kindergarten teachers and assistants are trained by the 1st month of school. The Lead Teacher will design the assessment calendar and schedule in collaboration with the other Kindergarten teachers.

Category: Early Learning

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will give the assessment of all kindergarten students.	Policy and Process	08/03/2015	10/02/2015	\$0	No Funding Required	Kindergarten Teachers

Goal 2: By 2020, the combined reading and math percentage of students scoring proficient and distinguished will increase from 50% on the 2014-2015 KPREP to 75% on the 2019-2020 KPREP.

Measurable Objective 1:

collaborate to increase the math proficiency score from 50.7 % to 55.6% by 06/30/2016 as measured by the 2015-2016 KPREP..

(shared) Strategy 1:

Parent Involvement - Title I coordinators and school staff will plan various events that inform parents of instructional strategies.

Category: Continuous Improvement

Activity - Math and Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$3000	Title I Part A	Administration, School Staff and FRC

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Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Certified Staff and Administration
Activity - Home Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement	08/01/2015	06/30/2016	\$2000	Title I Part C	Administration and Staff
Activity - Web-Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will create and maintain web-pages that support classroom instruction.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Certified Staff

(shared) Strategy 2:

Highly Qualified Teachers - All staff hired will meet highly qualified requirements.

Category: Continuous Improvement

Activity - Review of Teacher Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Human Resources will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	No Funding Required	Human Resource Director
Activity - Support for teachers not meeting the Highly Qualified Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a CCPS teacher does not meet the Highly Qualified Criteria, that individual will be provided with support in order to meet the established HQ criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	General Fund	Chief Academic Officer, Human Resource Director, Building Administration
Activity - Teacher Insight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teacher applicants complete the Teacher Insight, an on-line teacher screener, as part of the application process; the results for each candidate are shared with building principals.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	General Fund	Human Resource Director
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(shared) Strategy 3:

High Quality PD for Staff - Opportunities will be provided for participation in PD that meets staff needs.

Category: Professional Learning & Support

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific PD that directly relates to adopted district curriculum and/or teacher's professional growth needs.	Professional Learning	07/01/2014	06/30/2015	\$0	State Funds	District PD Coordinator/Administrators/Staff

(shared) Strategy 4:

Technology - A variety of technology programs and devices will be provided for student learning.

Category: Integrated Methods for Learning

Activity - Mini I-Pad Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Mobile I PAD Stations, 30 devices each, are used in a scheduled rotation to support all academic areas.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$16000	Title I Part A	Administration and Certified Staff

(shared) Strategy 5:

Interventions - A variety of researched-based interventions will be provided in reading and math to obtain proficiency.

Category: Learning Systems

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4- 100 day certified teachers provide Tier interventions and enrichment for students. Students that are identified as Tier III and some of those in Tier II will be pulled for small group instruction outside of the regular math and reading blocks for interventions. 2 full time Title I interventionist will work 5 days a week with those students in the bottom 5% of each grade level as identified by the Universal Screener. 3 additional highly qualified teachers will pull small groups three days a week for the additional 15% Tier II students. Each month the grade level teachers and interventionists will meet and discuss those students that are moving in and out of Tier status and the best inventions to use with each individual student.	Technology, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$68000	Title I Part A	Administration and Teachers

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(shared) Strategy 6:

Monitoring and Support Systems - Classroom teachers will continually provide differentiated instruction that meets the needs of all students and will monitor progress on a weekly basis.

Category: Professional Learning & Support

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Professional Learning	08/01/2015	06/30/2016	\$4000	Title I Part C	Administration and teachers

Activity - Administrative Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and teachers

Measurable Objective 2:

collaborate to increase the reading proficiency score from 49.3% to 54.4% by 06/30/2016 as measured by the 2015-2016 KPREP.

(shared) Strategy 1:

Parent Involvement - Title I coordinators and school staff will plan various events that inform parents of instructional strategies.

Category: Continuous Improvement

Activity - Math and Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$3000	Title I Part A	Administration, School Staff and FRC

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement	08/01/2015	06/30/2016	\$0	No Funding Required	Certified Staff and Administration

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Activity - Home Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement	08/01/2015	06/30/2016	\$2000	Title I Part C	Administration and Staff

Activity - Web-Based Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists will create and maintain web-pages that support classroom instruction.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Certified Staff

(shared) Strategy 2:

Highly Qualified Teachers - All staff hired will meet highly qualified requirements.

Category: Continuous Improvement

Activity - Review of Teacher Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Human Resources will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	No Funding Required	Human Resource Director

Activity - Support for teachers not meeting the Highly Qualified Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
If a CCPS teacher does not meet the Highly Qualified Criteria, that individual will be provided with support in order to meet the established HQ criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	General Fund	Chief Academic Officer, Human Resource Director, Building Administration

Activity - Teacher Insight	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teacher applicants complete the Teacher Insight, an on-line teacher screener, as part of the application process; the results for each candidate are shared with building principals.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	General Fund	Human Resource Director

(shared) Strategy 3:

High Quality PD for Staff - Opportunities will be provided for participation in PD that meets staff needs.

Category: Professional Learning & Support

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specific PD that directly relates to adopted district curriculum and/or teacher's professional growth needs.	Professional Learning	07/01/2014	06/30/2015	\$0	State Funds	District PD Coordinator/Administrators/Staff

(shared) Strategy 4:

Technology - A variety of technology programs and devices will be provided for student learning.

Category: Integrated Methods for Learning

Activity - Mini I-Pad Labs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Mobile I PAD Stations, 30 devices each, are used in a scheduled rotation to support all academic areas.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$16000	Title I Part A	Administration and Certified Staff

(shared) Strategy 5:

Interventions - A variety of researched-based interventions will be provided in reading and math to obtain proficiency.

Category: Learning Systems

Activity - Interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4- 100 day certified teachers provide Tier interventions and enrichment for students. Students that are identified as Tier III and some of those in Tier II will be pulled for small group instruction outside of the regular math and reading blocks for interventions. 2 full time Title I interventionist will work 5 days a week with those students in the bottom 5% of each grade level as identified by the Universal Screener. 3 additional highly qualified teachers will pull small groups three days a week for the additional 15% Tier II students. Each month the grade level teachers and interventionists will meet and discuss those students that are moving in and out of Tier status and the best inventions to use with each individual student.	Technology, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$68000	Title I Part A	Administration and Teachers

(shared) Strategy 6:

Monitoring and Support Systems - Classroom teachers will continually provide differentiated instruction that meets the needs of all students and will monitor progress on a weekly basis.

Category: Professional Learning & Support

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.</p>	<p>Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>
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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.</p>	<p>Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.</p>	<p>Academic Support Program, Professional Learning</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Professional Learning	08/01/2015	06/30/2016	\$4000	Title I Part C	Administration and teachers
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Activity - Administrative Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and teachers

Goal 3: By 2020, we will increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.2% in 2014-15 to 70.6%.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 41.2% to 47.1% by 06/30/2016 as measured by 2016 KPREP data.

Strategy 1:

Title I - To improve the reading and math assessment scores of students on the 2015-16 KPREP

Category: Learning Systems

Activity - Title I interventionists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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4- 100 day certified teachers provide Tier interventions and enrichment for students. Students that are identified as Tier III and some of those in Tier II will be pulled for small group instruction outside of the regular math and reading blocks for interventions. 2 full time Title I interventionist will work 5 days a week with those students in the bottom 5% of each grade level as identified by the Universal Screener. 3 additional highly qualified teachers will pull small groups three days a week for the additional 15% Tier II students. Each month the grade level teachers and interventionists will meet and discuss those students that are moving in and out of Tier status and the best interventions to use with each individual student.	Academic Support Program	09/25/2015	06/30/2016	\$68000	Title I Part A	Principal, assistant principal and Title I interventionists
Activity - Reading and math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One full time reading interventionist and one full time math interventionist.	Academic Support Program	09/25/2015	06/30/2016	\$54000	Title I Part A	Principal, Assistant Principal
Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent Title I night: One in the fall and one in the spring that focus on reading and math.	Parent Involvement	09/25/2015	06/30/2016	\$1000	Title I Part A	Principal, Assistant Principal, Title I teachers, grade level teachers
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mini Ipad labs to provide resources for students to improve reading and math with research based programs.	Technology	09/25/2015	06/30/2016	\$13000	Title I Part A	Principal, school technology coordinator.
Activity - Lexia lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Core 5 research based Reading program will be purchased and implemented for all students. Data will be discussed and used monthly to provide skills and concepts not mastered. All students will have access to Lexia and will be scheduled for two hours per week of usage. Lexia provides explicit, systematic, personalized learning in the six areas of reading instruction.	Technology, Academic Support Program	09/25/2015	06/30/2016	\$7000	Title I Part A	Principal, Assistant Principal
Activity - Mathletics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Mathletics will be renewed for students to use to improve math skills.	Academic Support Program	09/25/2015	06/30/2016	\$5000	Title I Part A	Principal, Assistant Principal, math interventionist
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Strategy 2:

Master Schedule - It will increase the time on task for math and reading.

Category: Management Systems

Activity - 90 minute instructional blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Master schedule will be designed to continue 90 minute block for reading and math.	Direct Instruction, Academic Support Program	09/25/2015	06/30/2016	\$0	General Fund	Principal, assistant principal and lead teacher team.

Activity - Flexible Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed into skills groups based on analyzed data.	Direct Instruction	09/25/2015	06/30/2016	\$0	No Funding Required	Principal, assistant principal, title interventionists and regular teachers.

Strategy 3:

Monitoring Student Achievement - Multiple strategies will be used to monitor student achievement throughout the school.

Category: Learning Systems

Activity - Lead Teacher Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead Teacher Meetings will be conducted monthly to monitor student achievement and have curricular discussions.	Academic Support Program	09/25/2015	06/30/2016	\$0	No Funding Required	Principal and Assistant Principal

Activity - Grade Level Team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level team meetings will be held monthly to work on curriculum alignment for the districtwide new reading adoption program.	Professional Learning	09/25/2015	06/30/2016	\$0	District Funding	District staff, each district principal

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Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly PLC meetings that focus on student achievement, monitoring Tier students and implementation of curriculum and instructional strategies.	Academic Support Program	09/25/2015	06/30/2016	\$0	No Funding Required	Principal and lead teachers
Activity - RTI monthly meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly RTI teams which include; interventionists, district facilitator, grade level team members and administrators, to discuss students progress in Tier interventions.	Academic Support Program	09/25/2015	06/30/2016	\$0	No Funding Required	Administrator s, teachers, interventionist s.

Strategy 4:

Formative Assessments - Students will be tested regularly on mastery of standards. Teachers will meet in grade level team meetings after common assessment to analyze the test results to make a plan to reteach those who did not master the standard.

Category: Continuous Improvement

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Brigance assessment will be administered to all Kindergarten students entering the school within the first month of school to help identify students' level of performance. It also provides information to parents about Kindergarten readiness. RTI groups will be formed to address needs.	Academic Support Program	09/25/2015	06/30/2016	\$0	District Funding	Assistant Principal and Kindergarten Teachers
Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MAP assessment will be administered three times a year as a Universal Screener in the Fall to help identify those students not at grade level. The other two times are used to monitor student progress and project ability to perform on state assessment.	Academic Support Program	09/07/2015	04/08/2016	\$0	District Funding	Administration
Activity - Guided Reading Level	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In the Fall, all students are assessed to find their current GRL (fluency/comprehension). This information is used to help guide daily instruction and small group instruction. Students found to be below grade level are monitored monthly for progress. All students receive winter and spring assessments to monitor on grade level performance. Fontas - Pinnell and Reading A-Z leveled passages are used.	Academic Support Program	08/12/2015	06/30/2016	\$0	No Funding Required	Administration and Intervention Team

Strategy 5:

Parent Involvement - Parents will become more involved and informed about ways they can help their child improve academically.

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Category: Stakeholder Engagement

Activity - Title I Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to attend two Title I nights one in the fall and one in the spring to become informed about the Title I services and resources provide to their child. Math and Reading games and activities will be provided to the parents to play with their child. Each child will receive a free book and game to take with them.	Parent Involvement, Community Engagement	10/12/2015	05/02/2016	\$1500	Title I Part A	Title I resource teachers and administration

Strategy 6:

Teacher Effectiveness - In the 2015-16 school year, all teachers will be trained on Peer Observation. Teachers will be observed based on the district guidelines and time-lines of the Certified Evaluation Plan and will be provided feedback by highly effective teachers.

Category: Teacher PGES

Research Cited: Danielson- Professional Growth and Effectiveness System

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained on Peer Observation and how to use the Danielson Framework criteria to rate teacher performance. Teachers will observe a peer during the school year. Administration will also provide mini PD sessions during the year on different Domains of the framework.	Professional Learning	08/10/2015	06/30/2016	\$0	No Funding Required	Teachers and administration

Goal 4: By 2020, we will address how the teaching and learning conditions will be positive and foster success for teachers and students in a systematic process.

Measurable Objective 1:

collaborate to foster an environment where teaching and learning are the focus. by 06/30/2016 as measured by meeting agendas and minutes.

Strategy 1:

Curriculum and Instruction Meetings - Meetings that regularly occur are:

RTI monthly Meetings

Twice monthly Lead Teacher Meetings

Weekly PLC Meetings

Category: Learning Systems

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Activity - RTI monthly meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTI teams consisting of all grade level teachers, full time Title I interventionists, part-time Title I interventionists, Special education facilitators, special education teachers, school psychologist and school administrators will meet the last week of the month to discuss which students are in what tiers of intervention. Discussions on grouping and what interventions are needed will be discussed.	Behavioral Support Program, Academic Support Program	09/29/2015	06/30/2016	\$0	No Funding Required	Administration, teachers and interventionist
Activity - PLC meetings weekly	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will meet weekly to discuss lesson plans for the upcoming week, at-risk students and their interventions. Update staff on upcoming events of the next week. PLC's will also analyze student work and samples of proficiency.	Academic Support Program	09/29/2015	06/30/2016	\$0	No Funding Required	Administration and grade level team members
Activity - Lead Teacher Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lead Teacher Meetings will be held bi-monthly to discuss: current research trends in student achievement, how to effectively collaborate in team meetings, data collection and discuss what's next in instructional practices after analysis of student data.	Academic Support Program	09/29/2015	06/30/2016	\$0	No Funding Required	Administration and lead teachers
Activity - SBDM committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Three SBDM committees have been established. Curriculum, Instruction and CSIP- focused on curriculum and instruction issues and how to monitor and implement plan in school. Behavior, attendance and culture - focuses on how to have a positive environment for students, staff and parents in the whole school atmosphere.	Academic Support Program	09/29/2015	06/30/2016	\$0	No Funding Required	Administration and committee chairpersons

Strategy 2:

Positive Behavioral Support - All staff will use the CHAMPS school wide behavioral management system. Students will be taught procedures and expectations in all common areas of the school and expected to know what is expected of them at all times. Teachers will reteach these procedures after breaks in the instructional calendar. Classroom behavioral charts will be used to track behaviors and the SBDM committee will design incentives for good behavior.

Category: Management Systems

Activity - Positive Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CHAMPS will be used to teach all students the school wide expectations for all common areas. SBDM behavioral committee will meet monthly to provide support for this program and identify areas for improvement. The committee will identify strategies to be implemented to improve school culture.	Behavioral Support Program	08/10/2015	06/30/2016	\$1000	General Fund	Teachers, administration SBDM committee members

Goal 5: By 2020, all students will have equitable access to teachers who are highly effective as demonstrated by classroom observations, student growth goals and professional growth plans.

Measurable Objective 1:

collaborate to provide students equitable access to highly effective teachers by 06/30/2016 as measured by increased student performance on school, district and state assessments.

Strategy 1:

Equitable Student Placement - Students will be systematically placed in classrooms within the building based on low-income, minority, gender and needs. Teacher strengths and experiences will affect these placements.

Category: Management Systems

Activity - Assignment of students to class within the school.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conkwright Elementary School SBDM policy states that all students in a grade-level will be sorted into alphabetical order, then numbered one through five consecutively and assigned to an alphabetical list. Students are then sorted by all ones, all twos, etc. to form homeroom classes. The male/female, free/reduced, minority and special education students are equally distributed. Behavior students are also considered in redistribution. Once lists are equitable, classes are assigned to teachers based on the teachers's strengths and experience.	Policy and Process	07/09/2015	08/30/2015	\$0	No Funding Required	Administration

Activity - Data Driven Student Placement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the previous activity of Equitable Student Placement, students are identified by those performing at/above grade level and those performing below grade level and assigned to classrooms equitably.	Policy and Process	07/09/2015	08/30/2015	\$0	No Funding Required	Administration

Strategy 2:

Teacher Recruitment and Retention - Conkwright Elementary will recruit and retain highly effective and experienced teachers.

Category: Human Capital Management

Research Cited: PGES, (Danielson Framework)

KTIP

GALLOP Insight Teacher Survey

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School administration attends college recruitment fairs during spring semester.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Administration
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Activity - Applicant Screening Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-screening processes are in place at both district and school level. Gallop/Insight Teacher Survey is given upon application at the district level. SBDM-approved screening committee screens applicants with consideration of quality teaching experience prior to interview.	Recruitment and Retention	07/01/2015	08/30/2016	\$0	No Funding Required	District Human Resource Staff, School Level Administration, and SBDM council

Strategy 3:

Teacher Support - Systematic process in place that identifies all teacher needs.

Category: Professional Learning & Support

Activity - New Teacher Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district provides on-going support through new teacher cadre. The KTIP/PGES process provides intensive mentoring support throughout the school year. Weekly PLC meetings also provide needed resources and instructional support.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	District Staff, KTIP and Mentor Teachers, Lead Teachers and Administration

Activity - Teacher Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers that are identified through PGES as below accomplished, are provided constructive feedback on ways to improve and given opportunities to observe in classrooms to promote growth in these identified areas.	Professional Learning	08/03/2015	06/30/2016	\$0	No Funding Required	Administration and Peer observers

Strategy 4:

Teacher Working Condition - Identify professional learning needs of all staff through surveys and teacher communication.

Category: Professional Learning & Support

Activity - Differentiated Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TELL Survey results identified choice in professional development as a need. Teachers were surveyed in the fall and spring about professional development needs at the school level. Administration is working to provide opportunities to meet the needs of teachers as identified through the surveys.	Professional Learning	07/01/2015	06/30/2016	\$4000	General Fund	Administration, teachers and district staff

Goal 6: By 2020, the effectiveness of the school wide program review will increase our total school accountability score.

Measurable Objective 1:

collaborate to increase our identified areas of needs improvement to an overall score of eight in each area by 06/30/2016 as measured by program review scores released by KDE.

Strategy 1:

Arts and Humanities - Teachers will research, develop and provide school-wide arts and humanities opportunities.

Category: Continuous Improvement

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum in a related arts rotation weekly. Arts and Humanities teachers provide aligned and rigorous instruction, following KDE curricular documents for Arts and Humanities. Teachers offer a variety of hands-on activities and student performances through classroom and extra-curricular activities such as: Drama, Clogging, Chorus, Readers Theater and STLP. A variety of performances are provided throughout the year, in school field trips as well as outside field trips, allowing all students to experience drama performances. Pre-teaching and follow up activities addressing drama elements are provided by classroom teachers.	Extra Curricular, Field Trip, Academic Support Program, Community Engagement	08/01/2015	06/30/2016	\$0	No Funding Required	Teachers and Administrators
Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified teachers will provide models of successful student self-assessment. Teachers also focus on teaching students to reflect and improve on their own performances and art work. A student self-assessment rubric will be used.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Teachers and Administration
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are encouraged to be members of their professional organization and attend state-wide conferences. The District provides content specific monthly professional learning opportunities. All staff are provided professional development in arts and humanities.	Professional Learning	08/01/2015	06/30/2016	\$500	School Council Funds	Teachers, Administration and District Staff
Activity - Administrative/Leadership Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Administration attends weekly PLC meetings to monitor documentation of on-going arts and humanities activities in the school. The SBDM Program Review Committee meets monthly to review and monitor on-going evidence for program review.	Policy and Process, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Teachers and Administrators
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Strategy 2:

Practical Living and Career Studies - Teachers will research, develop and provide school-wide practical living and career studies opportunities.

Category: Continuous Improvement

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum in a related arts rotation weekly. Related Arts, guidance counselor, and classroom teachers provide aligned and rigorous instruction, following KDE curricular documents for practical living and career studies. Teachers offer a variety of hands-on activities and student performances through classroom and extra-curricular activities such as: role play, dance, clogging, college and career day and community speakers.	Extra Curricular, Academic Support Program	08/01/2015	08/30/2016	\$0	No Funding Required	Teachers, Administrators, Community Volunteers

Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified teachers will provide models of successful student self-assessment. Teachers also focus on teaching students to reflect and improve on related skills. A student self-assessment rubric will be used.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Teachers and Administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers are encouraged to be members of their professional organization and attend state-wide conferences. The District provides content specific monthly professional learning opportunities. All staff are provided professional development in practical living and career studies.	Professional Learning	08/03/2015	06/30/2016	\$0	No Funding Required	Administration and teachers

Activity - Administrative/Leadership Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor documentation of on-going arts and humanities activities in the school. The SBDM Program Review Committee meets monthly to review and monitor on-going evidence for program review.	Policy and Process, Academic Support Program	08/03/2015	06/30/2016	\$0	No Funding Required	Administration and teachers

Strategy 3:

K-3 Program - K-3 program will support research based best practice in all classrooms across all grade levels.

Category: Continuous Improvement

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Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Extra Curricular, Field Trip, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	\$0	No Funding Required	Administration and teachers
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Policy and Process, Parent Involvement, Technology, Behavioral Support Program, Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$110000	Title I Part A	Administration, Teachers, Interventionists, District Staff
Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systematically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$4000	General Fund	Administration , Teachers and District Staff
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Activity - Administrative Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Policy and Process, Behavioral Support Program, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and Teachers

Strategy 4:

School-Wide Writing - Conkwright Elementary School will have a School-Wide Writing program K-4th that is supported by the SBDM Writing Policy to develop all students to be proficient writers.

Category: Continuous Improvement

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to writing curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for writing. Teachers will offer a variety of aligned, rigorous and student-centered writing activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Master schedule reflects a writing block for all grade levels. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment. Students reference works of quality and substance as models to inform their work.	Policy and Process, Technology, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and Teachers

Activity - Formative and Summative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In PLC meetings, teachers analyze writing samples to monitor student progress and guide instruction. SBDM has an adopted School Wide Writing Program that is a living document adjusted based on the student and school instructional needs.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District provides content specific monthly professional learning opportunities that include discussions about writing/literacy instruction and assessment. Staff is provided professional development in all writing and literacy best practices. Writing assistance is provided through a district facilitator. SBDM has adopted a School-Wide Writing program to ensure that each student will use writing as a way to learn, demonstrate learning and write for authentic purposes and audiences throughout the year. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Students write in response to events and activities that occur during the school year within our building, as well as in the community.	Policy and Process, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	General Fund	Administration and Teachers
Activity - Administrative Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the School-Wide Writing program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Writing Program Policy as adopted by the SBDM council, ensures full implementation of the school's writing program. The principal makes decisions related to writing needs based on data (KPREP and MAP) from formative and summative assessments. Monthly district grade level meetings include discussions and the planning/pacing of the writing units.	Policy and Process, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and Teachers

Goal 7: By 2020, Conkwright Elementary School will reduce their percentage of students scoring in the Novice category by 50%.

Measurable Objective 1:

collaborate to reduce the Novice from 22.5% to 20% scoring at Novice category by 06/30/2016 as measured by the Reading KPREP assessment.

(shared) Strategy 1:

Monitoring and Support Systems - Classroom teachers will continually monitor and provide differentiated instruction that meets the needs of all students and will monitor progress on a weekly basis.

Category: Learning Systems

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Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and teachers
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
Activity - Formative and Summative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
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Activity - Administrative Support and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

(shared) Strategy 2:

Parent Involvement - Title I coordinators and school staff will plan various events that inform parents of instructional strategies.

Category: Learning Systems

Activity - Math and Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity - Home Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers
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Strategy 3:

Technology-Reading - Students are provided research based computerized programs as an intervention.

Category: Continuous Improvement

Activity - Lexia Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Core 5 research based Reading program will be purchased and implemented for all students. Data will be discussed monthly to provide re-teaching of skills and concepts not mastered. All students will have access to Lexia and will be scheduled for two hours per week of usage. Lexia provides explicit, systematic, personalized learning in the six areas of reading instruction.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Measurable Objective 2:

collaborate to reduce the Novice from 17.8% to 15.8% scoring at Novice category by 06/30/2016 as measured by the Math KPREP assessment.

(shared) Strategy 1:

Monitoring and Support Systems - Classroom teachers will continually monitor and provide differentiated instruction that meets the needs of all students and will monitor progress on a weekly basis.

Category: Learning Systems

Activity - Curriculum and Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	No Funding Required	Administration and teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.</p>	<p>Direct Instruction, Academic Support Program</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>
<p>Activity - Formative and Summative Assessments</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.</p>	<p>Academic Support Program</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>
<p>Activity - Professional Development</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.</p>	<p>Academic Support Program, Professional Learning</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>
<p>Activity - Administrative Support and Monitoring</p>	<p>Activity Type</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.</p>	<p>Direct Instruction, Academic Support Program, Professional Learning</p>	<p>08/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators and teachers</p>

(shared) Strategy 2:

Parent Involvement - Title I coordinators and school staff will plan various events that inform parents of instructional strategies.

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Category: Learning Systems

Activity - Math and Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity - Home Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Strategy 3:

Technology- Math - Students are provided research based computerized programs as an intervention.

Category: Continuous Improvement

Activity - Mathletics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Is a research based math computer program for students in 2nd through 4th grades. Data will be discussed monthly to provide re-teaching of skills and concepts not mastered.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receiving math intervention and enrichment use this research-based individualized program three or more days a week. A diagnostic assessment is used to level those students and provide instruction at their level. Students are also able to use this program at home.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	No Funding Required	Administrators and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Specific PD that directly relates to adopted district curriculum and/or teacher's professional growth needs.	Professional Learning	07/01/2014	06/30/2015	\$0	District PD Coordinator/Administrators/Staff
Total					\$0	

Title I Part C

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Professional Learning	08/01/2015	06/30/2016	\$4000	Administration and teachers
Home Communication	Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement	08/01/2015	06/30/2016	\$2000	Administration and Staff
Total					\$6000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Math and Literacy Night	Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$3000	Administration, School Staff and FRC
Response to Intervention	A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Policy and Process, Parent Involvement, Technology, Behavioral Support Program, Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$110000	Administration, Teachers, Interventionists, District Staff
Interventionists	4- 100 day certified teachers provide Tier interventions and enrichment for students. Students that are identified as Tier III and some of those in Tier II will be pulled for small group instruction outside of the regular math and reading blocks for interventions. 2 full time Title I interventionist will work 5 days a week with those students in the bottom 5% of each grade level as identified by the Universal Screener. 3 additional highly qualified teachers will pull small groups three days a week for the additional 15% Tier II students. Each month the grade level teachers and interventionists will meet and discuss those students that are moving in and out of Tier status and the best inventions to use with each individual student.	Technology, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$68000	Administration and Teachers
Parent Night	Parent Title I night: One in the fall and one in the spring that focus on reading and math.	Parent Involvement	09/25/2015	06/30/2016	\$1000	Principal, Assistant Principal, Title I teachers, grade level teachers

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Title I interventionists	4- 100 day certified teachers provide Tier interventions and enrichment for students. Students that are identified as Tier III and some of those in Tier II will be pulled for small group instruction outside of the regular math and reading blocks for interventions. 2 full time Title I interventionist will work 5 days a week with those students in the bottom 5% of each grade level as identified by the Universal Screener. 3 additional highly qualified teachers will pull small groups three days a week for the additional 15% Tier II students. Each month the grade level teachers and interventionists will meet and discuss those students that are moving in and out of Tier status and the best inventions to use with each individual student.	Academic Support Program	09/25/2015	06/30/2016	\$68000	Principal, assistant principal and Title I interventionists
Mini I-Pad Labs	Two Mobile I PAD Stations, 30 devices each, are used in a scheduled rotation to support all academic areas.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$16000	Administration and Certified Staff
Lexia lab	Lexia Core 5 research based Reading program will be purchased and implemented for all students. Data will be discussed and used monthly to provide skills and concepts not mastered. All students will have access to Lexia and will be scheduled for two hours per week of usage. Lexia provides explicit, systematic, personalized learning in the six areas of reading instruction.	Technology, Academic Support Program	09/25/2015	06/30/2016	\$7000	Principal, Assistant Principal
Reading and math Interventionist	One full time reading interventionist and one full time math interventionist.	Academic Support Program	09/25/2015	06/30/2016	\$54000	Principal, Assistant Principal
Technology	Mini I Pad labs to provide resources for students to improve reading and math with research based programs.	Technology	09/25/2015	06/30/2016	\$13000	Principal, school technology coordinator.
Title I Parent Night	Parents will be invited to attend two Title I nights one in the fall and one in the spring to become informed about the Title I services and resources provide to their child. Math and Reading games and activities will be provided to the parents to play with their child. Each child will receive a free book and game to take with them.	Parent Involvement, Community Engagement	10/12/2015	05/02/2016	\$1500	Title I resource teachers and administration
Mathletics	Mathletics will be renewed for students to use to improve math skills.	Academic Support Program	09/25/2015	06/30/2016	\$5000	Principal, Assistant Principal, math interventionist
Total					\$346500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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PLC meetings weekly	Grade level teachers will meet weekly to discuss lesson plans for the upcoming week, at-risk students and their interventions. Update staff on upcoming events of the next week. PLC's will also analyze student work and samples of proficiency.	Academic Support Program	09/29/2015	06/30/2016	\$0	Administration and grade level team members
Formative and Summative Assessments	In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	Administration and Teachers
Lead Teacher Meetings	Lead Teacher Meetings will be conducted monthly to monitor student achievement and have curricular discussions.	Academic Support Program	09/25/2015	06/30/2016	\$0	Principal and Assistant Principal
Administrative/Leadership Support and Monitoring	Administration attends weekly PLC meetings to monitor documentation of on-going arts and humanities activities in the school. The SBDM Program Review Committee meets monthly to review and monitor on-going evidence for program review.	Policy and Process, Academic Support Program	08/03/2015	06/30/2016	\$0	Administration and teachers
Assignment of students to class within the school.	Conkwright Elementary School SBDM policy states that all students in a grade-level will be sorted into alphabetical order, then numbered one through five consecutively and assigned to an alphabetical list. Students are then sorted by all ones, all twos, etc. to form homeroom classes. The male/female, free/reduced, minority and special education students are equally distributed. Behavior students are also considered in redistribution. Once lists are equitable, classes are assigned to teachers based on the teachers's strengths and experience.	Policy and Process	07/09/2015	08/30/2015	\$0	Administration
Curriculum and Instruction	All students are provided equal access to writing curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for writing. Teachers will offer a variety of aligned, rigorous and student-centered writing activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Master schedule reflects a writing block for all grade levels. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment. Students reference works of quality and substance as models to inform their work.	Policy and Process, Technology, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and Teachers

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Formative and Summative Assessments	In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administrators and teachers
SBDM committees	Three SBDM committees have been established. Curriculum, Instruction and CSIP- focused on curriculum and instruction issues and how to monitor and implement plan in school. Behavior, attendance and culture - focuses on how to have a positive environment for students, staff and parents in the whole school atmosphere.	Academic Support Program	09/29/2015	06/30/2016	\$0	Administration and committee chairpersons
Parent/Teacher Conferences	Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Administrative Support and Monitoring	Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administrators and teachers
PLC meetings	Weekly PLC meetings that focus on student achievement, monitoring Tier students and implementation of curriculum and instructional strategies.	Academic Support Program	09/25/2015	06/30/2016	\$0	Principal and lead teachers
Applicant Screening Process	Pre-screening processes are in place at both district and school level. Gallop/Insight Teacher Survey is given upon application at the district level. SBDM-approved screening committee screens applicants with consideration of quality teaching experience prior to interview.	Recruitment and Retention	07/01/2015	08/30/2016	\$0	District Human Resource Staff, School Level Administration, and SBDM council

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New Teacher Support	The district provides on-going support through new teacher cadre. The KTIP/PGES process provides intensive mentoring support throughout the school year. Weekly PLC meetings also provide needed resources and instructional support.	Professional Learning	07/01/2015	06/30/2016	\$0	District Staff, KTIP and Mentor Teachers, Lead Teachers and Administration
Guided Reading Level	In the Fall, all students are assessed to find their current GRL (fluency/comprehension). This information is used to help guide daily instruction and small group instruction. Students found to be below grade level are monitored monthly for progress. All students receive winter and spring assessments to monitor on grade level performance. Fontas - Pinnell and Reading A-Z leveled passages are used.	Academic Support Program	08/12/2015	06/30/2016	\$0	Administration and Intervention Team
Response to Intervention	A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Policy and Process, Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administrator and teachers
Lexia Lab	Lexia Core 5 research based Reading program will be purchased and implemented for all students. Data will be discussed monthly to provide re-teaching of skills and concepts not mastered. All students will have access to Lexia and will be scheduled for two hours per week of usage. Lexia provides explicit, systematic, personalized learning in the six areas of reading instruction.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Formative and Summative Assessments	Identified teachers will provide models of successful student self-assessment. Teachers also focus on teaching students to reflect and improve on their own performances and art work. A student self-assessment rubric will be used.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	Teachers and Administration

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Curriculum and Instruction	All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and teachers
Response to Intervention	A systematic process is in place for school-wide intervention that follows District and State Intervention Guidelines. All tiers are supported by diagnostic data from universal screeners and other research-based assessments. Highly effective instruction is research-based, aligned to the standards and accessible to all students. Intervention team members meet monthly to discuss academic and behavioral needs. They also examine progress monitoring data to make decisions about instruction. This includes student movement within the tier model based on weekly data. On-going adjustments are made to improve the tier model based on school data.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
RTI monthly meeting	RTI teams consisting of all grade level teachers, full time Title I interventionists, part-time Title I interventionists, Special education facilitators, special education teachers, school psychologist and school administrators will meet the last week of the month to discuss which students are in what tiers of intervention. Discussions on grouping and what interventions are needed will be discussed.	Behavioral Support Program, Academic Support Program	09/29/2015	06/30/2016	\$0	Administration, teachers and interventionist
Professional Development	The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administrators and teachers

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Curriculum and Instruction	All students are provided equal access to curriculum in a related arts rotation weekly. Arts and Humanities teachers provide aligned and rigorous instruction, following KDE curricular documents for Arts and Humanities. Teachers offer a variety of hands-on activities and student performances through classroom and extra-curricular activities such as: Drama, Clogging, Chorus, Readers Theater and STLP. A variety of performances are provided throughout the year, in school field trips as well as outside field trips, allowing all students to experience drama performances. Pre-teaching and follow up activities addressing drama elements are provided by classroom teachers.	Extra Curricular, Field Trip, Academic Support Program, Community Engagement	08/01/2015	06/30/2016	\$0	Teachers and Administrators
Flexible Grouping	Students are placed into skills groups based on analyzed data.	Direct Instruction	09/25/2015	06/30/2016	\$0	Principal, assistant principal, title I interventionists and regular teachers.
Math and Literacy Night	Two Title I Parent Nights will be held during the school year, one in the fall and one in the spring. During these nights the focus will be on math and reading strategies that parents can directly be involved with at home to support students during the school year. Classroom teachers offer math and reading activities, school clubs perform, technology programs are demonstrated and community partners are highlighted. Every child will receive math and reading resources to take home.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Administrative Support and Monitoring	Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Policy and Process, Behavioral Support Program, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and Teachers
Administrative Support and Monitoring	Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the School-Wide Writing program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Writing Program Policy as adopted by the SBDM council, ensures full implementation of the school's writing program. The principal makes decisions related to writing needs based on data (KPREP and MAP) from formative and summative assessments. Monthly district grade level meetings include discussions and the planning/pacing of the writing units.	Policy and Process, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and Teachers

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Data Driven Student Placement	In addition to the previous activity of Equitable Student Placement, students are identified by those performing at/above grade level and those performing below grade level and assigned to classrooms equitably.	Policy and Process	07/09/2015	08/30/2015	\$0	Administration
Formative and Summative Assessment	In PLC meetings, teachers analyze writing samples to monitor student progress and guide instruction. SBDM has an adopted School Wide Writing Program that is a living document adjusted based on the student and school instructional needs.	Direct Instruction, Academic Support Program	08/01/2015	06/30/2016	\$0	Administration and Teachers
Brigance Assessment	Kindergarten teachers will give the assessment of all kindergarten students.	Policy and Process	08/03/2015	10/02/2015	\$0	Kindergarten Teachers
Lead Teacher Meetings	Lead Teacher Meetings will be held bi-monthly to discuss: current research trends in student achievement, how to effectively collaborate in team meetings, data collection and discuss what's next in instructional practices after analysis of student data.	Academic Support Program	09/29/2015	06/30/2016	\$0	Administration and lead teachers
Curriculum and Instruction	All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Behavioral Support Program, Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administrators and teachers
Web-Based Resources	Teachers and interventionists will create and maintain web-pages that support classroom instruction.	Academic Support Program	08/01/2015	06/30/2016	\$0	Certified Staff
Administrative Support and Monitoring	Administration attends weekly PLC meetings to monitor and support curriculum, instruction and assessment practices throughout the K-3 program. SBDM council meets monthly to discuss any areas of need as identified during PLC meetings. The Instructional Practices Policy as adopted by the SBDM council ensures full implementation of the school's curriculum programs. The principal makes decisions related to staff assignment based on student needs determined by trend data around student performance and staff abilities.	Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and teachers
RTI monthly meeting	Monthly RTI teams which include; interventionists, district facilitator, grade level team members and administrators, to discuss students progress in Tier interventions.	Academic Support Program	09/25/2015	06/30/2016	\$0	Administrators, teachers, interventionists.

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Review of Teacher Certifications	Human Resources will work with the building principals to ensure staff being hired, to fill existing vacancies, meet the required highly qualified criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	Human Resource Director
Curriculum and Instruction	All students are provided equal access to curriculum in a related arts rotation weekly. Related Arts, guidance counselor, and classroom teachers provide aligned and rigorous instruction, following KDE curricular documents for practical living and career studies. Teachers offer a variety of hands-on activities and student performances through classroom and extra-curricular activities such as: role play, dance, clogging, college and career day and community speakers.	Extra Curricular, Academic Support Program	08/01/2015	08/30/2016	\$0	Teachers, Administrators, Community Volunteers
Administrative/Leadership Support and Monitoring	Administration attends weekly PLC meetings to monitor documentation of on-going arts and humanities activities in the school. The SBDM Program Review Committee meets monthly to review and monitor on-going evidence for program review.	Policy and Process, Academic Support Program	08/01/2015	06/30/2016	\$0	Teachers and Administrators
Parent/Teacher Conferences	Before the beginning of the first instructional day, each teacher will make personal contact with the parent/guardian of each student in their room. Once in the fall and once in the spring teachers will conduct a personal conference with each parent/guardian.	Parent Involvement	08/01/2015	06/30/2016	\$0	Certified Staff and Administration
Professional Development	Teachers are encouraged to be members of their professional organization and attend state-wide conferences. The District provides content specific monthly professional learning opportunities. All staff are provided professional development in practical living and career studies.	Professional Learning	08/03/2015	06/30/2016	\$0	Administration and teachers
Teacher Recruitment	School administration attends college recruitment fairs during spring semester.	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Administration
Formative and Summative Assessments	In PLC meetings teachers analyze assessment data to monitor student progress and guide instruction. Focus on test item analysis allows teachers to systemically gather data, reflect and make adjustments to instruction. Formative and summative assessment practices follow the Program Appraisal Policy as adopted by the SBDM council and adjustments to programs are made accordingly. Newsletters are distributed weekly at all grade levels to inform parents of upcoming standards and "I can" statements. Students use data folders to track their individual mastery of standards that includes teacher feedback.	Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Mathletics	Is a research based math computer program for students in 2nd through 4th grades. Data will be discussed monthly to provide re-teaching of skills and concepts not mastered.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers

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Formative and Summative Assessments	Identified teachers will provide models of successful student self-assessment. Teachers also focus on teaching students to reflect and improve on related skills. A student self-assessment rubric will be used.	Academic Support Program	08/01/2015	06/30/2016	\$0	Teachers and Administration
Home Communication	Administration will communicate through a monthly newsletter, one-calls as needed, marquee sign, social media, and school webpage. Monthly newsletters will include Home and School Connection which offers strategies to parent to improve school performance. Each grade level sends weekly newsletters to inform families of specific events and current instructional content.	Parent Involvement, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Dreambox	Students receiving math intervention and enrichment use this research-based individualized program three or more days a week. A diagnostic assessment is used to level those students and provide instruction at their level. Students are also able to use this program at home.	Technology, Academic Support Program	08/01/2015	06/30/2016	\$0	Administrators and teachers
Curriculum and Instruction	All students are provided equal access to curriculum. All teachers provide aligned and rigorous instruction, following KDE curricular documents for their grade level. Teachers will offer a variety of aligned, rigorous and student-centered activities for all content areas. Teachers use learning targets, scaffolded instruction, flexible groups and cross-curricular instruction. Reading and math will have a dedicated 90 minute block within the master schedule. Teachers will participate in monthly grade-level meetings to review and plan horizontally, while summer meetings address vertical planning and pacing. PLC meetings, that meet weekly, offer opportunities for teachers to collaborate in planning instruction and assessment.	Extra Curricular, Field Trip, Academic Support Program, Community Engagement	08/03/2015	06/30/2016	\$0	Administration and teachers
Teacher Evaluation	Teachers that are identified through PGES as below accomplished, are provided constructive feedback on ways to improve and given opportunities to observe in classrooms to promote growth in these identified areas.	Professional Learning	08/03/2015	06/30/2016	\$0	Administration and Peer observers
Peer Observation	All teachers will be trained on Peer Observation and how to use the Danielson Framework criteria to rate teacher performance. Teachers will observe a peer during the school year. Administration will also provide mini PD sessions during the year on different Domains of the framework.	Professional Learning	08/10/2015	06/30/2016	\$0	Teachers and administration
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Team meetings	Grade level team meetings will be held monthly to work on curriculum alignment for the districtwide new reading adoption program.	Professional Learning	09/25/2015	06/30/2016	\$0	District staff, each district principal

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MAP	MAP assessment will be administered three times a year as a Universal Screener in the Fall to help identify those students not at grade level. The other two times are used to monitor student progress and project ability to perform on state assessment.	Academic Support Program	09/07/2015	04/08/2016	\$0	Administration
Brigance	Brigance assessment will be administered to all Kindergarten students entering the school within the first month of school to help identify students' level of performance. It also provides information to parents about Kindergarten readiness. RTI groups will be formed to address needs.	Academic Support Program	09/25/2015	06/30/2016	\$0	Assistant Principal and Kindergarten Teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers are encouraged to be members of their professional organization and attend state-wide conferences. The District provides content specific monthly professional learning opportunities. All staff are provided professional development in arts and humanities.	Professional Learning	08/01/2015	06/30/2016	\$500	Teachers, Administration and District Staff
Total					\$500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The District provides content specific monthly professional learning opportunities that include discussions about writing/literacy instruction and assessment. Staff is provided professional development in all writing and literacy best practices. Writing assistance is provided through a district facilitator. SBDM has adopted a School-Wide Writing program to ensure that each student will use writing as a way to learn, demonstrate learning and write for authentic purposes and audiences throughout the year. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Students write in response to events and activities that occur during the school year within our building, as well as in the community.	Policy and Process, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$0	Administration and Teachers
Teacher Insight	All teacher applicants complete the Teacher Insight, an on-line teacher screener, as part of the application process; the results for each candidate are shared with building principals.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	Human Resource Director

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Differentiated Professional Development	TELL Survey results identified choice in professional development as a need. Teachers were surveyed in the fall and spring about professional development needs at the school level. Administration is working to provide opportunities to meet the needs of teachers as identified through the surveys.	Professional Learning	07/01/2015	06/30/2016	\$4000	Administration , teachers and district staff
90 minute instructional blocks	Master schedule will be designed to continue 90 minute block for reading and math.	Direct Instruction, Academic Support Program	09/25/2015	06/30/2016	\$0	Principal, assistant principal and lead teacher team.
Positive Culture	CHAMPS will be used to teach all students the school wide expectations for all common areas. SBDM behavioral committee will meet monthly to provide support for this program and identify areas for improvement. The committee will identify strategies to be implemented to improve school culture.	Behavioral Support Program	08/10/2015	06/30/2016	\$1000	Teachers, administration SBDM committee members
Professional Development	The District provides content specific monthly professional learning opportunities. All staff are provided professional development in all related arts areas and writing. Content specific math and reading professional development was provided by district staff. The administration supports areas of professional growth as identified by teachers' Professional Growth Plans. Lead Teacher Team meets twice a month to continue focus on research-based best practices including assessment, analysis of student work and teacher feedback. K-3 teachers and administrators collaborate with the community, early learning and secondary partners on school-wide events.	Direct Instruction, Academic Support Program, Professional Learning	08/01/2015	06/30/2016	\$4000	Administration , Teachers and District Staff
Support for teachers not meeting the Highly Qualified Criteria	If a CCPS teacher does not meet the Highly Qualified Criteria, that individual will be provided with support in order to meet the established HQ criteria.	Recruitment and Retention	08/01/2014	06/01/2015	\$0	Chief Academic Officer, Human Resource Director, Building Administration
Total					\$9000	