

# **Strode Station Comprehensive School Improvement Plan 2015-2016 Revised**

Strode Station Elementary  
Clark County Public Schools

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## **Overview**

### **Plan Name**

Strode Station Comprehensive School Improvement Plan 2015-2016 Revised

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2015-2016 Proficiency-Increase the averaged combined reading and math proficient/distinguished K-PREP scores for elementary students from 58.2% to 73.7% in 2019.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$25500
2	Create a Professional Learning Community to identify specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Equitable Distribution	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	2015-2016 Closing the Achievement Gap - Increase the average combined reading and math proficiency ratings for all students in the NON-DUPLICATED GAP GROUP from 45.3% in 2015 to 65.4% in 2019.	Objectives: 1 Strategies: 7 Activities: 18	Organizational	\$59800
5	Reduce the combined number of novice scoring students in reading and math from 44% in 2015 to less than 22% in 2020 as measured by state and local assessments.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$8000
6	Access to technology to support instructional purposes and student achievement	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$12000

## Goal 1: 2015-2016 Proficiency-Increase the averaged combined reading and math proficient/distinguished K-PREP scores for elementary students from 58.2% to 73.7% in 2019.

### Measurable Objective 1:

collaborate to increase the overall reading and math proficient/distinguished for Strode Station Elementary from 58.2 to 62.4 by 05/31/2016 as measured by K-PREP.

### Strategy 1:

Grade-level Reading Benchmarks - Grade-level Benchmarks have been established for each grade-level in Reading. (Letters/Sounds, Sight Words, Fluency, Guided Reading Levels, and comprehension). Teachers monitor their students weekly through large group and small group reading instruction.

Teachers are using the Fountas and Pinnell reading assessments to determine students' Guided Reading Level for instructional and RTI purposes.

Analysis of reading data by teacher during weekly grade-level PLC meetings which leads to a monthly Data-Wall meeting for each grade-level to review student progress, RTI reading groups, and to determine next steps.

Research on effective teaching has clearly shown that effective teachers explicitly teach students what they need to know; imparting new information to students through meaningful teacher-student interactions and teacher guidance of student learning.

Category: Learning Systems

Research Cited: Common Core Standards

International Reading Association

Activity - Data Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Using our District Support personnel in ELA, Debbie Carter meets with grade-level PLCs monthly to track each student's reading progress to ensure that students are progressing across the continuum to reach the proficiency goal for their grade-level.                  Kindergarten - Brigance, Letters/sounds, and sight words.                  1st Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA), Sight words                  2nd Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA), Sight words, and Fluency                  3rd Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA) Sight words, and Fluency                  4th Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA) Sight words, and Fluency</p>	<p>Academic Support Program</p>	<p>08/24/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Janet Brown, Principal, Julie Bonfield, Assistant Principal, Grade Level Team Leaders, and Debbie Carter, ELA District Support</p>
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Activity - Reading A to Z	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will be using the Fountas and Pinnell reading assessments to determine students' Guided Reading Level and using the Reading A to Z program to meet individual student progress needs. Reading A to Z provides reading materials for students to use to make progress across their Grade-level reading benchmarks. Students who need interventions will be using the Reading A to Z leveled books to monitor their practice and progress.</p>	<p>Academic Support Program</p>	<p>08/12/2015</p>	<p>06/30/2016</p>	<p>\$4000</p>	<p>Text Books</p>	<p>100 Day Reading Interventionist Teachers K-4                  Homeroom teachers                  Debbie Carter, ELA District Support Principal, Janet Brown Assistant Principal, Julie Bonfield</p>

Activity - Instructional Reading Resource Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Three Instructional Reading Resource Teachers will be used to assist with identified students needing interventions in Reading. They will work the District ELA Support person and the classroom teachers in providing small group instruction three days a week. The resource teachers will also be part of the monthly data wall meeting and the effective progress monitoring of students who need additional reading instruction.</p>	<p>Direct Instruction</p>	<p>09/01/2015</p>	<p>06/30/2016</p>	<p>\$12000</p>	<p>Title I Schoolwide</p>	<p>Debbie Carter                  Paula McDonald                  Luann Cummings                  Tammy Layne</p>

**Strategy 2:**

enVisions Math Program K-4 - The district has provided Strode Station with a research-based Math program, enVisions, that is aligned with the Math Common Core Standards. Monitoring of the effective implementation of the enVisions Math Program K-4 to ensure that teachers are planning and utilizing all the components of an effective lesson, using formative assessments within each Topic's lesson and providing re-teaching of concepts that students have not mastered to ensure the progress of student achievement.

Category: Learning Systems

Research Cited: Common Core Standards for Mathematics

Activity - Monitor Implementation of the enVisions Math Curriculum K-4	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of the enVisions Math curriculum through lesson planning, analyzing student work of formative assessments, Topic tests, and Benchmark assessments. Topic tests are analyzed and re-teaching is provided to those students who do not achieve 80% mastery and they are reassessed.	Academic Support Program	08/12/2015	06/30/2016	\$0	No Funding Required	Principal - Janet Brown, Assistant Principal - Julie Bonfield, Team Leaders, and all certified staff.

Activity - Instructional Math Resource Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Instructional Math Interventionist Teacher will be used through ESS Daytime Wavier funds to work with 3rd and 4th grade students who are identified through data who are working below grade-level standards. Classroom teachers in 3rd and 4th grade will utilize this interventionist three days a week to assist students who have been identified through the MAP assessment and enVision Topic tests in small group or individual instruction to increase student achievement in mathematics.	Academic Support Program	09/01/2015	06/30/2016	\$6000	State Funds	Nancy Bargo, Principal, Assistant Principal Classroom Teachers

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Activity - Math Technology - Mathletics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathletics will be utilized in the classrooms and computer lab to engage students in math content at their levels in order to provide direct instruction and practice to enhance their achievement in math.	Technology	08/12/2015	06/30/2016	\$3500	Annual Giving Fund	Tammy Frye - Computer Lab Coordinator, Classroom Teachers

**Strategy 3:**

Progress Monitoring in Reading and Math - Progress Monitoring will be a part of our instructional continuous improvement during grade-level Professional Learning Community (PLC) meetings each week for reading and math and during SBDM Council meetings monthly.

Category: Continuous Improvement

Research Cited: School Improvement

Professional Learning Communities

Activity - PLC Grade-level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor students through formative and summative assessments and will bring student work to PLC meetings for analysis and to inform instructional strategies toward student achievement. MAP scores, ELA Mastery checks, Math topic tests and Benchmark tests will be shared with the principal to document each student's progress and determine needs and strengths of each student. This information is also shared at the District level for consideration of additional support toward improved student achievement in reading and math.	Academic Support Program	08/24/2015	06/30/2016	\$0	No Funding Required	Principal Assistant Principal Classroom Teachers Special Education Teachers Instructional Resource Teachers

**Goal 2: Create a Professional Learning Community to identify specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing.**



**Measurable Objective 1:**

collaborate to create a professional learning community to identify specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing by 05/31/2016 as measured by the Program Review rubric.

**Strategy 1:**

Shared Leadership - The professional learning community will be comprised of members from each grade level/department that meets monthly to engage in professional dialogue as it relates to the program review

Category: Continuous Improvement

Research Cited: Kentucky Department of Education Program Review

Activity - Monthly Program Review Committee Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly Program Review Committee Meetings will be comprised of members of each grade-level/department to engage in professional dialogue as it relates to all program review areas.	Professional Learning	08/12/2015	05/31/2016	\$0	No Funding Required	Administrative staff, program review leads, and support staff

Activity - Collaboration of Rubric and Sharing of Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase collaboration between grade levels and administrative support by professionally developing staff on the use of One Drive/ Drop Box software. This software will allow teachers to easily share lesson plans, long range curriculum maps, resources, and to store team meeting minutes and agendas. Administration will give guidelines, timely feedback and curriculum support in order to ensure the next step sections of the program review are implemented with fidelity as we strive for distinguished scores for each demonstrator.	Professional Learning	08/12/2015	05/31/2016	\$0	No Funding Required	Administrative support, program review leads, and teachers.

## Goal 3: Equitable Distribution

**Measurable Objective 1:**

demonstrate a proficiency to ensure that 100% of Strode Station Elementary students are taught by a highly qualified teacher by 06/01/2015 as measured by the NCLB Teacher Highly Qualified Report.

**Strategy 1:**

Highly Qualified Teachers - All teachers at Strode Station Elementary will meet the required NCLB Highly Qualified Teacher criteria.

Category: Human Capital Management

Research Cited: National Board Certified Teachers' research supports that highly qualified teachers positively impact student achievement.

Activity - Review of Teachers' Certifications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will work with Human Resources when a vacancy exists to ensure that all applicants meet the required criteria.	Recruitment and Retention	08/04/2015	05/30/2016	\$0	No Funding Required	Janet Brown, Principal

## Goal 4: 2015-2016 Closing the Achievement Gap - Increase the average combined reading and math proficiency ratings for all students in the NON-DUPLICATED GAP GROUP from 45.3% in 2015 to 65.4% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings in the non-duplicated gap group from 45.3% to 48.1% by 06/30/2016 as measured by KPREP data.

**Strategy 1:**

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Writing to demonstrate learning in all content areas - Writing in all subject areas that is specified to core content standards will require students to use critical thinking skills. Weekly team planning meetings will be used to analyze student writing to understand content taught.

Category: Learning Systems

Activity - School Wide Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will develop, implement and monitor a writing plan that details grade level expectations to increase student opportunities to write to demonstrate learning.	Academic Support Program	09/28/2015	05/30/2016	\$0	No Funding Required	Principal, Teachers, and support staff

Activity - RUN-RAP Open Response Strategy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A school-wide approach to answering response questions will be developed and posted in all classrooms and related arts classes.	Academic Support Program	09/28/2015	05/31/2016	\$0	No Funding Required	All classroom teachers K-4, Special-ed teachers who collaborate with regular education teachers, and all related-arts teachers (art, music, physical education/health and library).

Activity - Model Proficient Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model proficient short answer and extended responses for students and provide opportunities for students to complete and score the work of their peers with specific feedback discussions of quality work. Teachers will use the "I do, we do, you do" model of instruction.	Direct Instruction	09/28/2015	05/31/2016	\$0	No Funding Required	Classroom teachers and support staff.

**Strategy 2:**

Vocabulary Experiences - Staff will provide opportunities for students to engage in authentic experiences to address the barriers of real-life experiences that some gap students lack. This will contribute to vocabulary development of gap students.

Category: Learning Systems

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips will be intentionally planned to include content and vocabulary or units of study to support the content standards taught at each grade-level. Field trips will occur prior to the unit of study rather than as a culminating event to support student engagement and real-world learning.	Field Trip	09/28/2015	05/31/2016	\$5000	General Fund	Classroom Teachers, Support Staff, Parents, Community Partners, PTO

Activity - Journey's Curriculum - ELA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train K-4 grade teachers in the Journeys curriculum, focusing on vocabulary development and differentiation strategies to increase students' vocabulary and reach their grade-level benchmarks.	Direct Instruction	10/01/2015	05/31/2016	\$0	No Funding Required	Debbie Carter - District ELA Support Person, Principal, Assistant Principal, and classroom teachers.

**Strategy 3:**

Math Instruction - ALL K-4 teachers will use the enVisions Math Program to teach the KASC in mathematics and follow the district developed pacing guides in order to keep elementary school students on the same units/topics across the district. Benchmark assessments that are K-PREP like will be given to assess mastery of the standards. Using the 4 components of an 'enVisions' lesson teachers will provide authentic learning opportunities that create real-world connections with transfer opportunities. Units/topics will include intentional spiraling of concepts as well as best instructional practices. The master schedule reflects a math block of 90 minutes

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that is protected and dedicated to the instruction of the enVisions math program. A focus on numeracy and problem-solving while furthering students' abilities to use thinking strategies, improved writing to demonstrate learning and math fluency will be integrated daily.

Category: Continuous Improvement

Research Cited: KCAS - for mathematics

enVisions Curriculum

Simple Solutions (Grades 3-4)

SNAP

Activity - Simple Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3 and 4 will revisit KCAS topics/skills using the Simple Solutions books during the scheduled RTI block in the master schedule to reinforce the mastery of math standards. Students will be assessed regularly to determine RTI groups to address individual student needs. The RTI groups will be flexible and enrichment activities will be offered to students who need to be challenged.	Academic Support Program	09/28/2015	05/31/2016	\$3000	General Fund	Grade 3-4 teachers Special Education teachers Administration Classified staff

Activity - Mathletics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to 'Mathletics', which is an online math program. Mathletics is a powerful learning resource for mathematics that is targeted and provides adaptive practice alongside assessments and reporting that is aligned to the KCAS for mathematics.	Technology	08/13/2015	05/31/2016	\$0	General Fund	Computer/Tec hnology Assistant Classroom teachers RTI teachers Special Education Teacher Classified Staff Administration

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Activity - Teacher use of Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development on the use of formative assessments and utilize them regularly to monitor students' mastery of enduring skills and grade-level math standards. Students will receive specific and immediate feedback to correct misconceptions and be provided reteaching opportunities to master the standard(s).	Academic Support Program	08/13/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers RTI Teachers Special Education Staff Classified Staff Administration

Activity - Response To Intervention - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive differentiated instruction within Tier 1 instruction (90 minute block for math). Tier II and Tier III small group instruction will be with students who have been identified through MAP, formative assessments, and mastery checks with a 30 minute block of intensive math instruction. These groups will be flexible and based on data of students' progress on grade-level standards as measured by assessments. Two teachers (One using Title 1 funds and the other with Flex Focus funds (Daytime Wavier) will be assigned for assisting teachers with RTI in math; one for primary grades K-2 and one for intermediate grades 3-4 on Tuesday, Wednesday and Thursday throughout the instructional school year. The other days the classroom teacher will provide Tiered instruction and/or enrichment activities during the RTI block to meet individual student needs.	Direct Instruction	09/07/2015	05/20/2016	\$38000	Title I Part A	Classroom Teachers RTI/Title 1 Teachers Special Education Teachers Classified Staff Administration

**Strategy 4:**

Kindergarten Readiness - All Kindergarten students will be screened using the Universal Screener, Brigance. Students will be screened by a trained teacher within the first month of school to determine Kindergarten readiness. Parents will provide input from the Brigance Parent/Social and Emotional Survey. Results will be analyzed and used to form RTI groups, communicate data to parents in student conferences, and design effective instructional lessons based on student needs.

Category: Early Learning

Research Cited: Kindergarten Screening is aligned to both Kentucky's School Readiness Definition and Kentucky's Early Childhood Standards

School readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success.

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Activity - Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All kindergarten students will be screened within the first month of school to identify students with the greatest need. RTI groups will be formed to address individual student needs.	Academic Support Program	09/01/2015	09/25/2015	\$500	District Funding	Kindergarten Teachers Kindergarten Assistants Administration

**Strategy 5:**

Reading Instruction - Each Grade-level will use the District's Grade-level Reading Benchmarks and the District ELA curriculum for K-4, Journeys' assessments to identify students that are struggling and not performing commensurate to same age peers in reading. At the beginning of the school year MAP and Guided Reading Level (GRL) assessments are given to provide baseline data for students. This data will help to identify students that are working below grade-level benchmarks and design intervention plans for struggling readers. All teachers will collaborate throughout the school year to ensure that students are making progress toward the targeted benchmark(s). Upon release, KPREP data will be used to analyze reading achievement and instructional practices to improve reading achievement of all students. Monthly RTI meetings will be used to complete progress monitoring and determine student instructional needs. Weekly grade-level PLC meetings will be used to discuss student work, backward planning, and provide support for best practices in reading instruction.

Category: Continuous Improvement

Research Cited: Reading Assessments and Literacy- K-4 Early Literacy Diagnostic Reading Record assessments

Fountas and Pinnell Reading Assessments and Guided Reading Levels

Journeys ELA Curriculum - Houghton Mifflin/Harcourt Intervention Kits

Guided Reading - Leveled Literacy Intervention

Response to Intervention (RTI)

Reading Strategies to Guide Learning

Activity - Monitor implementation of Formative Assessments in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Formative assessments in reading will be monitored through walk-throughs, analysis of student work during grade-level PLCs, posted student work, and ELA program fidelity checks monthly during district horizontal grade-level meetings.	Academic Support Program	08/12/2015	06/30/2016	\$0	No Funding Required	Classroom Teachers RTI Teachers Special Education Staff Administration District Staff
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Activity - Fountas and Pinnell Reading Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be trained and use the Fountas and Pinnell reading assessments to determine each student's Guided Reading Level (GRL). Each student will have data throughout the year on their progress toward the end of the year benchmark for their grade-level. RTI groups will be flexible as students who need additional support will be targeted for Tier II and Tier III instructional groups to increase reading fluency and comprehension.	Academic Support Program	08/12/2015	06/30/2016	\$0	No Funding Required	All Grade-level teachers (K-4) RTI Support Teachers Special Education Teachers Administration

Activity - Use of LEXIA Core 5 Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students (K-4) have access to Lexia Core 5 online reading program, which provides explicit, systematic, personalized learning in the six areas of reading instruction and delivers norm-referenced performance data and analysis that is specific to a student's progress toward the Kentucky Common Core Standards in reading. This research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers' data-driven action plans to help differentiate instruction for each student.	Technology	08/12/2015	06/30/2016	\$8500	General Fund	All Grade-level Teachers Special Education Staff Classified Staff Administration

Activity - RTI - Small Groups for Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Three Title 1 teachers will collaborate with grade-level teachers to provide small group reading instruction on Tuesday, Wednesday, and Thursday during the instructional school year to assist students who are in need of reading interventions. Using the MAP screener, Fountas and Pinnell Reading assessments, and ELA formative and summative assessments, flexible groups will be created to address student needs in reading fluency and comprehension. Progress monitoring will be kept on each student's RTI folder using the District's RTI forms. Letter recognition and sounds, sight words, sentence structures, phrasing, comprehension, and fluency will be the focus based on student need and grade-level standards to be met. Reading A to Z, RAZ Kids, AR (Accelerated Reader) programs will be used to support small group instruction. Classroom teachers will also provide Tiered instruction as needed based on assessment data for their students.</p>	Direct Instruction	09/08/2015	06/30/2016	\$3800	Title I Part A	Title 1 Instructional Resource Teachers Classroom Teachers Administration
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**Strategy 6:**

Teacher Effectiveness - All teachers will be trained on 'Peer Observation' for the 2015-2016 evaluation year. Using the District's CEP (Certified Evaluation Plan) guidelines and time-lines teachers will participate in peer observation using Domains 2 and 3 of the Danielson Framework to support effective teaching and learning.

Category: Teacher PGES

Research Cited: Teacher Professional Growth and Effectiveness System (TPGES)

Danielson Framework

Clark County Evaluation Plan 2015-16

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in their summative cycle of evaluation will choose a colleague to observe them according to the District's Certified Evaluation Plan for the 2015-16 school year; using the Danielson Framework the observer will rank the teacher's effectiveness and engage in a collegial conference to support effective teaching and learning.</p>	Policy and Process	08/17/2015	05/31/2016	\$0	No Funding Required	All certified staff Administration

Activity - Ongoing Professional Development on the Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Embedded professional learning will occur during monthly faculty meetings and weekly PLCs to support the Teacher Professional Growth and Effective System as teachers work on their Professional Growth Goals, student growth goals, and review the Danielson framework to reflect on effective teaching and learning.	Professional Learning	08/12/2015	05/31/2016	\$0	No Funding Required	Certified Staff Administration
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**Strategy 7:**

Parent Involvement - Parents will be encouraged to:

- Attend Title 1 Parent Nights, PTO meetings and activities, and parent conferences
  - Volunteer in classes and field trips
  - Attend Family Resource Center Activities such as Grandparent Night, Book Fairs, and other events
- to strengthen the academic partnership in supporting their child's learning and improve student achievement.

Category: Stakeholder Engagement

Research Cited: The Missing Piece

Prichard Committee Parent Involvement Toolkit

Kentucky Parent Information Y Resource Center

Ruby Payne

Activity - Title 1 Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two or more Parent Nights will be held during the 2015-2016 school year to provide parents' information on academic programs for reading and math, Title 1 Compact, and the school's Parent Involvement Policy. These opportunities will increase parent involvement's link to student achievement.	Parent Involvement	08/17/2015	06/30/2016	\$1000	Title I Part A	All certified staff Administration

Activity - Parent/Teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent/Teacher conferences will be offered to parents after mid-terms and 9-week grading periods to discuss student current progress of grade-level standards. Students in grades 2-4 will have student-data notebooks to show parents and communicate their goals and progress throughout the school year.	Parent Involvement	08/12/2015	06/30/2016	\$0	No Funding Required	Certified Staff Administration

**Goal 5: Reduce the combined number of novice scoring students in reading and math from 44% in 2015 to less than 22% in 2020 as measured by state and local assessments.**

**Measurable Objective 1:**

collaborate to reduce the number of novice scoring students in reading and math from 44% to 40% by 05/31/2016 as measured by state, MAP screeners, and summative assessments.

**Strategy 1:**

ABRI - Academic Behavior Response Intervention program is in place to target our at risk students, Administration will monitor the RTI process for students who are in Tier 2 and Tier 3 weekly during grade level Professional Learning communities.

Our partnership with ABRI also provides a representative that guides our RTI committee monthly meetings with Hattie's effect size study, and analyzing instructional coding information of student engagement, positive feedback, and differentiation of instruction.

Category: Learning Systems

Research Cited: John Hattie Research - Visible learning and effect size

Activity - Teacher Training on ABRI and RTI documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training about an effective RTI program and the use of our District's RTI policy and forms. ABRI provides additional training regarding coding of instructional data twice a year and next steps to improve student engagement, differentiated instruction, and positive feedback.	Academic Support Program	08/05/2015	05/31/2016	\$0	No Funding Required	Administrative staff

Activity - Grade Level Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Weekly PLC meetings to discuss student progress, and once a month the PLC meetings for all grade levels are with our ABRI partner from KDE to discuss goals for teachers to improve student engagement, differentiated instruction, positive feedback, and to analyze MAP data, and weekly assessments.	Professional Learning	08/05/2015	05/31/2016	\$0	No Funding Required	ABRI representative and administrative staff.
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Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide extended school services after school for targeted students who need intense direct instruction for reading and/or math to meet individual needs.	Direct Instruction	08/05/2015	05/31/2016	\$8000	Grant Funds	Administration staff and ESS teachers.

Activity - Create and Review Intervention Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, interventionists and support staff will analyze MAP data, reading mastery checks, math benchmark assessments monthly and review individual student progress monitoring goals for students in Tier 2 and Tier 3.	Direct Instruction	08/05/2015	05/31/2016	\$0	No Funding Required	Administration Staff

**Goal 6: Access to technology to support instructional purposes and student achievement**

**Measurable Objective 1:**

increase student growth by providing student access to technology and programs by 05/30/2016 as measured by state, MAP screeners, and summative assessments.

**Strategy 1:**

Access to Technology - Technology funds will be used to provide additional technology for teachers and students to use in order to integrate teaching and learning.

Category: Integrated Methods for Learning

Research Cited: Kentucky Department of Education

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Activity - Mini i-Pads	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase mini I-Pads to be distributed equitably to all homeroom for students to use to integrate their learning of grade-level standards.	Technology	08/11/2015	05/31/2016	\$12000	KETS	Administration / Technology Committee

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Reading Resource Teacher	Three Instructional Reading Resource Teachers will be used to assist with identified students needing interventions in Reading. They will work the District ELA Support person and the classroom teachers in providing small group instruction three days a week. The resource teachers will also be part of the monthly data wall meeting and the effective progress monitoring of students who need additional reading instruction.	Direct Instruction	09/01/2015	06/30/2016	\$12000	Debbie Carter Paula McDonald Luann Cummings Tammy Layne
<b>Total</b>					\$12000	

### KETS

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mini i-Pads	Purchase mini I-Pads to be distributed equitably to all homeroom for students to use to integrate their learning of grade-level standards.	Technology	08/11/2015	05/31/2016	\$12000	Administration / Technology Committee
<b>Total</b>					\$12000	

### State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Math Resource Teacher	A Instructional Math Interventionist Teacher will be used through ESS Daytime Wavier funds to work with 3rd and 4th grade students who are identified through data who are working below grade-level standards. Classroom teachers in 3rd and 4th grade will utilize this interventionist three days a week to assist students who have been identified through the MAP assessment and enVision Topic tests in small group or individual instruction to increase student achievement in mathematics.	Academic Support Program	09/01/2015	06/30/2016	\$6000	Nancy Bargo, Principal, Assistant Principal Classroom Teachers
<b>Total</b>					\$6000	

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**Text Books**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading A to Z	Teachers will be using the Fountas and Pinnell reading assessments to determine students' Guided Reading Level and using the Reading A to Z program to meet individual student progress needs. Reading A to Z provides reading materials for students to use to make progress across their Grade-level reading benchmarks. Students who need interventions will be using the Reading A to Z leveled books to monitor their practice and progress.	Academic Support Program	08/12/2015	06/30/2016	\$4000	100 Day Reading Interventionist Teachers K-4 Homeroom teachers Debbie Carter, ELA District Support Principal, Janet Brown Assistant Principal, Julie Bonfield
					<b>Total</b>	\$4000

**Title I Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response To Intervention - Small Group Instruction	Students will receive differentiated instruction within Tier 1 instruction (90 minute block for math). Tier II and Tier III small group instruction will be with students who have been identified through MAP, formative assessments, and mastery checks with a 30 minute block of intensive math instruction. These groups will be flexible and based on data of students' progress on grade-level standards as measured by assessments. Two teachers (One using Title 1 funds and the other with Flex Focus funds (Daytime Wavier) will be assigned for assisting teachers with RTI in math; one for primary grades K-2 and one for intermediate grades 3-4 on Tuesday, Wednesday and Thursday throughout the instructional school year. The other days the classroom teacher will provide Tiered instruction and/or enrichment activities during the RTI block to meet individual student needs.	Direct Instruction	09/07/2015	05/20/2016	\$38000	Classroom Teachers RTI/Title 1 Teachers Special Education Teachers Classified Staff Administration

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RTI - Small Groups for Reading Interventions	Three Title 1 teachers will collaborate with grade-level teachers to provide small group reading instruction on Tuesday, Wednesday, and Thursday during the instructional school year to assist students who are in need of reading interventions. Using the MAP screener, Fountas and Pinnell Reading assessments, and ELA formative and summative assessments, flexible groups will be created to address student needs in reading fluency and comprehension. Progress monitoring will be kept on each student's RTI folder using the District's RTI forms. Letter recognition and sounds, sight words, sentence structures, phrasing, comprehension, and fluency will be the focus based on student need and grade-level standards to be met. Reading A to Z, RAZ Kids, AR (Accelerated Reader) programs will be used to support small group instruction. Classroom teachers will also provide Tiered instruction as needed based on assessment data for their students.	Direct Instruction	09/08/2015	06/30/2016	\$3800	Title 1 Instructional Resource Teachers Classroom Teachers Administration
Title 1 Parent Nights	Two or more Parent Nights will be held during the 2015-2016 school year to provide parents' information on academic programs for reading and math, Title 1 Compact, and the school's Parent Involvement Policy. These opportunities will increase parent involvement's link to student achievement.	Parent Involvement	08/17/2015	06/30/2016	\$1000	All certified staff Administration
<b>Total</b>					\$42800	

**Grant Funds**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Provide extended school services after school for targeted students who need intense direct instruction for reading and/or math to meet individual needs.	Direct Instruction	08/05/2015	05/31/2016	\$8000	Administration staff and ESS teachers.
<b>Total</b>					\$8000	

**Annual Giving Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Technology - Mathletics	Mathletics will be utilized in the classrooms and computer lab to engage students in math content at their levels in order to provide direct instruction and practice to enhance their achievement in math.	Technology	08/12/2015	06/30/2016	\$3500	Tammy Frye - Computer Lab Coordinator, Classroom Teachers
<b>Total</b>					\$3500	



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**District Funding**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screening	All kindergarten students will be screened within the first month of school to identify students with the greatest need. RTI groups will be formed to address individual student needs.	Academic Support Program	09/01/2015	09/25/2015	\$500	Kindergarten Teachers Kindergarten Assistants Administration
<b>Total</b>					\$500	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Use of LEXIA Core 5 Program	All students (K-4) have access to Lexia Core 5 online reading program, which provides explicit, systematic, personalized learning in the six areas of reading instruction and delivers norm-referenced performance data and analysis that is specific to a student's progress toward the Kentucky Common Core Standards in reading. This research-proven, technology-based approach accelerates reading skills development, predicts students' year-end performance and provides teachers' data-driven action plans to help differentiate instruction for each student.	Technology	08/12/2015	06/30/2016	\$8500	All Grade-level Teachers Special Education Staff Classified Staff Administration
Simple Solutions	Students in grades 3 and 4 will revisit KCAS topics/skills using the Simple Solutions books during the scheduled RTI block in the master schedule to reinforce the mastery of math standards. Students will be assessed regularly to determine RTI groups to address individual student needs. The RTI groups will be flexible and enrichment activities will be offered to students who need to be challenged.	Academic Support Program	09/28/2015	05/31/2016	\$3000	Grade 3-4 teachers Special Education teachers Administration Classified staff
Mathletics	All students will have access to 'Mathletics', which is an online math program. Athletics is a powerful learning resource for mathematics that is targeted and provides adaptive practice alongside assessments and reporting that is aligned to the KCAS for mathematics.	Technology	08/13/2015	05/31/2016	\$0	Computer/Technology Assistant Classroom teachers RTI teachers Special Education Teacher Classified Staff Administration

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Field Trips	Field trips will be intentionally planned to include content and vocabulary or units of study to support the content standards taught at each grade-level. Field trips will occur prior to the unit of study rather than as a culminating event to support student engagement and real-world learning.	Field Trip	09/28/2015	05/31/2016	\$5000	Classroom Teachers, Support Staff, Parents, Community Partners, PTO
<b>Total</b>					<b>\$16500</b>	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor implementation of Formative Assessments in Reading	Formative assessments in reading will be monitored through walk-throughs, analysis of student work during grade-level PLCs, posted student work, and ELA program fidelity checks monthly during district horizontal grade-level meetings.	Academic Support Program	08/12/2015	06/30/2016	\$0	Classroom Teachers RTI Teachers Special Education Staff Administration District Staff
Teacher Training on ABRI and RTI documents	Provide training about an effective RTI program and the use of our District's RTI policy and forms. ABRI provides additional training regarding coding of instructional data twice a year and next steps to improve student engagement, differentiated instruction, and positive feedback.	Academic Support Program	08/05/2015	05/31/2016	\$0	Administrative staff
Parent/Teacher Conferences	Parent/Teacher conferences will be offered to parents after mid-terms and 9-week grading periods to discuss student current progress of grade-level standards. Students in grades 2-4 will have student-data notebooks to show parents and communicate their goals and progress throughout the school year.	Parent Involvement	08/12/2015	06/30/2016	\$0	Certified Staff Administration
Monthly Program Review Committee Meetings	Monthly Program Review Committee Meetings will be comprised of members of each grade-level/department to engage in professional dialogue as it relates to all program review areas.	Professional Learning	08/12/2015	05/31/2016	\$0	Administrative staff, program review leads, and support staff
Monitor Implementation of the enVisions Math Curriculum K-4	Monitor the implementation of the enVisions Math curriculum through lesson planning, analyzing student work of formative assessments, Topic tests, and Benchmark assessments. Topic tests are analyzed and re-teaching is provided to those students who do not achieve 80% mastery and they are reassessed.	Academic Support Program	08/12/2015	06/30/2016	\$0	Principal - Janet Brown, Assistant Principal - Julie Bonfield, Team Leaders, and all certified staff.

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Teacher use of Formative Assessments	Teachers will receive professional development on the use of formative assessments and utilize them regularly to monitor students' mastery of enduring skills and grade-level math standards. Students will receive specific and immediate feedback to correct misconceptions and be provided reteaching opportunities to master the standard(s).	Academic Support Program	08/13/2015	06/30/2016	\$0	Classroom Teachers RTI Teachers Special Education Staff Classified Staff Administration
Model Proficient Work	Teachers will model proficient short answer and extended responses for students and provide opportunities for students to complete and score the work of their peers with specific feedback discussions of quality work. Teachers will use the "I do, we do, you do" model of instruction.	Direct Instruction	09/28/2015	05/31/2016	\$0	Classroom teachers and support staff.
Fountas and Pinnell Reading Assessments	All teachers will be trained and use the Fountas and Pinnell reading assessments to determine each student's Guided Reading Level (GRL). Each student will have data throughout the year on their progress toward the end of the year benchmark for their grade-level. RTI groups will be flexible as students who need additional support will be targeted for Tier II and Tier III instructional groups to increase reading fluency and comprehension.	Academic Support Program	08/12/2015	06/30/2016	\$0	All Grade-level teachers (K-4) RTI Support Teachers Special Education Teachers Administration
Grade Level Professional Learning Communities	Weekly PLC meetings to discuss student progress, and once a month the PLC meetings for all grade levels are with our ABRI partner from KDE to discuss goals for teachers to improve student engagement, differentiated instruction, positive feedback, and to analyze MAP data, and weekly assessments.	Professional Learning	08/05/2015	05/31/2016	\$0	ABRI representative and administrative staff.
PLC Grade-level Meetings	Teachers will monitor students through formative and summative assessments and will bring student work to PLC meetings for analysis and to inform instructional strategies toward student achievement. MAP scores, ELA Mastery checks, Math topic tests and Benchmark tests will be shared with the principal to document each student's progress and determine needs and strengths of each student. This information is also shared at the District level for consideration of additional support toward improved student achievement in reading and math.	Academic Support Program	08/24/2015	06/30/2016	\$0	Principal Assistant Principal Classroom Teachers Special Education Teachers Instructional Resource Teachers
Review of Teachers' Certifications	The principal will work with Human Resources when a vacancy exists to ensure that all applicants meet the required criteria.	Recruitment and Retention	08/04/2015	05/30/2016	\$0	Janet Brown, Principal
Ongoing Professional Development on the Danielson Framework	Embedded professional learning will occur during monthly faculty meetings and weekly PLCs to support the Teacher Professional Growth and Effective System as teachers work on their Professional Growth Goals, student growth goals, and review the Danielson framework to reflect on effective teaching and learning.	Professional Learning	08/12/2015	05/31/2016	\$0	Certified Staff Administration

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Collaboration of Rubric and Sharing of Resources	Increase collaboration between grade levels and administrative support by professionally developing staff on the use of One Drive/ Drop Box software. This software will allow teachers to easily share lesson plans, long range curriculum maps, resources, and to store team meeting minutes and agendas. Administration will give guidelines, timely feedback and curriculum support in order to ensure the next step sections of the program review are implemented with fidelity as we strive for distinguished scores for each demonstrator.	Professional Learning	08/12/2015	05/31/2016	\$0	Administrative support, program review leads, and teachers.
Journey's Curriculum - ELA	Train K-4 grade teachers in the Journeys curriculum, focusing on vocabulary development and differentiation strategies to increase students' vocabulary and reach their grade-level benchmarks.	Direct Instruction	10/01/2015	05/31/2016	\$0	Debbie Carter - District ELA Support Person, Principal, Assistant Principal, and classroom teachers.
School Wide Writing Plan	Teachers and support staff will develop, implement and monitor a writing plan that details grade level expectations to increase student opportunities to write to demonstrate learning.	Academic Support Program	09/28/2015	05/30/2016	\$0	Principal, Teachers, and support staff
Peer Observations	Teachers in their summative cycle of evaluation will choose a colleague to observe them according to the District's Certified Evaluation Plan for the 2015-16 school year; using the Danielson Framework the observer will rank the teacher's effectiveness and engage in a collegial conference to support effective teaching and learning.	Policy and Process	08/17/2015	05/31/2016	\$0	All certified staff Administration
Data Wall	Using our District Support personnel in ELA, Debbie Carter meets with grade-level PLCs monthly to track each student's reading progress to ensure that students are progressing across the continuum to reach the proficiency goal for their grade-level. Kindergarten - Brigance, Letters/sounds, and sight words. 1st Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA), Sight words 2nd Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA), Sight words, and Fluency 3rd Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA) Sight words, and Fluency 4th Grade - MAP score, Guided Reading Level (Fountas and Pinnell, DRA) Sight words, and Fluency	Academic Support Program	08/24/2015	06/30/2016	\$0	Janet Brown, Principal, Julie Bonfield, Assistant Principal, Grade Level Team Leaders, and Debbie Carter, ELA District Support

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RUN-RAP Open Response Strategy	A school-wide approach to answering response questions will be developed and posted in all classrooms and related arts classes.	Academic Support Program	09/28/2015	05/31/2016	\$0	All classroom teachers K-4, Special-ed teachers who collaborate with regular education teachers, and all related-arts teachers (art, music, physical education/health and library).
Create and Review Intervention Plans	Teachers, interventionists and support staff will analyze MAP data, reading mastery checks, math benchmark assessments monthly and review individual student progress monitoring goals for students in Tier 2 and Tier 3.	Direct Instruction	08/05/2015	05/31/2016	\$0	Administration Staff
<b>Total</b>					\$0	